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ABSTRACT

This instructor's guide is designed for use with an accompanying set of 61 student learning modules on human development. Included among the topics covered in the individual modules are the following: consumer and homemaking education (health and nutrition, personal appearance and grooming, puberty, menstruation, the human reproductive system, venereal diseases, teenage pregnancy, babysitting, first aid, and handling emergencies); family life education (interpersonal communication, interpersonal relationships, changing lifestyles, pregnancy, the role of the single adult, preparing for marriage, birth control methods, making marital adjustments, observing family traditions, enrichment activities for the family, drugs and alcohol, separation and divorce, living with elderly persons, and adjusting to death); education for parenthood (the expectant family, labor and delivery, postpartum care, layettes, infant toys and equipment, promoting children's health and well being, toilet training, child care, and providing educational opportunities for children); and child development (infant care, children's toys, play activities for preschoolers, assisting children at mealtimes, and handling illnesses and injuries). For each module, some or all of the following materials are provided for the instructor: instructor guide sheets (including notes; a description of module contents; recommended audio-visual materials; suggestions for conducting the module with references, tools, and equipment needs noted; and extended learning activities); master copies for learning activities; check-out activity sheets and answers; evaluation checklists; suggested letters to parents; suggested lecture summaries; and case studies. (MN)

ED237639

INSTRUCTOR'S GUIDE

FOR

HUMAN DEVELOPMENT

STUDENT MODULES

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CE036677

Home Economics Education
Program Planning and Development Section
Office of Vocational Education
South Carolina Department of Education

1983

SOUTH CAROLINA DEPARTMENT OF EDUCATION

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PHILOSOPHY OF HOME ECONOMICS EDUCATION

In this ever-changing world with its constant development of knowledge concerning people and things, we are aware of a definite need for a continuously developing curriculum.

As our society changes the family is the basic unit that functions to meet the needs of its members, in order to produce healthy personalities and to prepare individuals for a meaningful existence in society. Changes require vision and intelligence to assist individuals in meeting changes. Some aspects of homemaking taught at the secondary levels are felt necessary for everyone, including boys and girls.

Human relations and management are the two concepts that direct our teaching. The commonalities of the subject matter areas are the tools used to implement the concepts of human relations and management.

We believe that competencies fundamental to family living are:*

- establish values which give meaning to personal, family, and community living; select goals appropriate to those values.
- create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.
- achieve good interpersonal relationships within the home and within the community.
- nuture the young and foster their physical, mental and social growth and development.
- make and carry out intelligent decisions regarding the use of personal, family, and community resources.
- establish long-range goals for financial security and work toward their achievement.
- plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family.
- purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources.
- perform the tasks of maintaining a home in such a way that they contribute effectively to furthering individual and family goals.

- enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.

- take an intelligent part in legislative and social action programs which directly affect the welfare of individuals and families.

- develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.

We believe the home economics teacher should:

- understand herself

- know home economics subject matter and skills

- be creative, enthusiastic, and growing professionally

- provide opportunities for optimum development of students

- base the program on the needs and concerns of the students, school, and community by pupil-teacher-parent planning

- direct students into self-governed thoughts and actions

- include evaluation as a intrinsic part and a continuous process in the total growth of the individual

* Committee on Philosophy and Objectives of Home Economics, "Home Economics New Directions," American Home Economics Association, 1959.

INTRODUCTION

In 1979, South Carolina began participating in a joint curriculum development effort with the states of Kentucky, Maryland and West Virginia. The purpose of the four state consortium was to develop performance-based instructional modules and instructors' guides in the home economics content areas of clothing and textiles, foods and nutrition, housing and home furnishings, management and family economics, and human development. The modules were based on tasks identified in the HOMEMAKER V-TECS catalogs.

Each state assumed the responsibility of developing modules for one or two content areas. Agreement was reached on the format and style of the modules. All materials developed were shared and field tested in all four states.

Eighty home economics teachers participated in the field test conducted in South Carolina. Workshops were conducted for the teachers to introduce the materials and review performance-based instructional strategies. Each teacher developed a curriculum/management plan and began using the modules within regular programs. The materials were tested for one semester under conditions found in the average classroom. Both teachers and students evaluated all modules.

Field test results compiled by each state were shared within the consortium. Teacher and student data were utilized as the basis for revising and improving the modules.

Each HUMAN DEVELOPMENT module is composed of an introduction for the student, a performance objective, a variety of learning activities, content information, a student self-check, recommended references, and an evaluator's final check list. The instructors' guide contains a listing of modules with suggested levels and courses for teaching, additional learning experiences, lists of supplemental resources and references, needed supplies, tools and equipment, and keys to student tests.

The modules are written so that they may be used effectively for various modes of instruction (i.e., individualized, small group, entire class, etc.). Teachers are encouraged to incorporate the modules into lesson plans and student activities as appropriate. The modules are not intended as a total replacement for other instructional strategies and/or resources. Rather, they are provided as a means of facilitating and enhancing performance-based instruction within home economics classrooms.

The following clarification of terms will help the teacher to achieve optimal use of performance-based curriculum materials:

Competency

A skill, either cognitive, affective, or psychomotor, which is required in life or in a vocation and which the student is expected to master and demonstrate at the completion of the educational program.

Performance-Objective

A statement which gives direction to learning by communicating the intent or purpose of the learning--a statement of what the learner is able to do when he/she has successfully completed a learning experience.

In developing a course of instruction, performance objectives can be used in at least four major ways. First, stated objectives can help identify exactly what should be taught and force teachers to make decisions which should clearly define the goals of instruction.

Second, objectives aid in sequencing content within the course, and helps the teacher select appropriate instructional techniques and materials. Third, stated objectives simplify the development of those measures that will determine the student's ability to perform tasks. The criteria for making judgments about the performance levels of students is determined prior to actual instruction. Finally, after a program (or course) has been developed and used in the classroom, the objectives provide a means of evaluating the success of that program.

A performance objective must contain the following:

1. Identification of the terminal performance which the teacher attempts to produce. (Terminal performance refers to the behavior the student is to be able to demonstrate at the conclusion of a learning experience.)

2. Description of the important conditions under which the behavior is expected to occur. (Conditions refer to any and all limits or circumstances under which the student will perform.)

3. Identification of a standard, criteria, or level of acceptance. (Level of acceptance refers to how well the student must perform the task/behavior in order to classified as having achieved mastery.)

Learning Experiences

A series of activities designed to assist the student master specific knowledge and skills. Because PBVE is student centered, all learning experiences are written in terms of what the student should do. Student learning experiences dictate the teacher preparation and teacher activities which are necessary.

The Human Development Student Modules have been designed to promote an effective PBVE program. It is hoped that teachers will use this resource to expand performance-based instruction within Home Economics Education.

HEALTH AND NUTRITION

CONTENTS OF MODULE

Student Information — Activity

POSTURE AND BODY MECHANICS. 2
NUTRITION AND YOU 5

Student Self-Checks

POSTURE, SLEEP, AND EXERCISE. 4
NUTRITION QUIZ. 6
ANSWERS 4,6

Evaluator's Final Checklist

HEALTH AND NUTRITION 8

Check-Out Activity Sheet

HEALTH AND NUTRITION. . . . . 8 Instructor's
ANSWERS . . . . 8 Manual

RECOMMENDED REFERENCES

TOPIC: The characteristics of a healthy person 1

Kowtaluk and Kopan, Food for Today, 1977 edition.

TOPIC: Exercise and sleep. 3

Kowtaluk and Kopan, Food for Today, 1977 edition.

HEALTH AND NUTRITION

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board pertaining to health and nutrition.	Bulletin board supplies	
1		RECOMMENDED REFERENCE Kowtaluk and Kopan, Food for Today, pp. 40-41. (Section entitled "What Is Good Health?)	
2	The students may want to read more about posture in other references. Demonstrate good posture and body mechanics. Then, divide the class into partners or small groups. Allow them to practice posture exercises for standing, walking, and sitting. Provide each student with a copy of the POSTURE CHECKLIST. OR, encourage the students to practice good posture and body mechanics when standing, walking, sitting, and bending.	ADDITIONAL REFERENCE Bobbi Ray, Teen Profile for Personal Development, Chapter 5, "Posture and Visual Poise"; Milady Publishing Co., 3839 White Plains Rd., Bronx, NY 10467 Master Copy of the POSTURE CHECKLIST.	
3	After the students have read about exercise and sleep and have outlined the importance of each, allow them to compare their answers with a classmate. Allow the students to ask questions or to share information about sleep and exercise. Invite a resource person to talk to the class about getting adequate exercise, to demonstrate exercises, e.g., yoga, gymnastics,	RECOMMENDED REFERENCE Kowtaluk and Kopan, Food for Today, pp. 41-43.	

HEALTH AND NUTRITION

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
3	and/or to tell about sports or exercises that the students can get involved in.		
4	Student Self-Check		
5	After the students have read the Student Information, NUTRITION AND YOU, have a large group discussion about eating adequate amounts of the right foods and how these foods promote good health. The students may want to read more about nutrition in additional reference.	ADDITIONAL REFERENCE Kowtaluk and Kopan, Food for Today, pp. 59-60. (Section entitled "What Are Nutrients?") AND pp. 72-75.	
6	Student Self-Check		
7	FHA/HERO Have the student(s): --Plan and carry out a personal goal for promoting good health; e.g., posture exercises, body exercises, physical sports, weight control, nutritious snacks and diet planning. --Invite a physical education or exercise person to come to a sectional chapter meeting to present a program on "Fun and Fitness." For group involvement, the person could have appropriately dressed members participate. Yoga, jazzercise,		

HEALTH AND NUTRITION

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
7	aerobic dancing, etc., are possible program ideas. --Sponsor a poster contest on nutrition during March, the nutrition month, for elementary children. --Write and perform mini-skits about nutrition at intervals during chapter meetings. --Provide a nutritious snack during FHA/HERO meetings. --Develop a nutritious snack recipe book to distribute to chapter members and/or community families (PTO meetings).		
8	Provide a test for each each student's check-out activity. You may use questions from the Check-Out Activity Sheet or you may make up questions. Check-Out Activity Sheet answers are provided in this manual. You may use the Evaluator's Final Checklist to record the student's performance.	--Selected questions from the Check-Out Activity Sheet, HEALTH AND NUTRITION. Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Practice posture and exercises.

--Work out a plan which can be followed to improve posture. Have them report their progress to you.

--Plan an exercise program.

--Take lessons to learn a physical sport, e.g., swimming, yoga, ballet, tennis, dancing.

--Explore one of the following careers: physical educator, physical exercise person, dietitian, nutritionist.

--Research information on new discoveries made in the field of nutrition. Have them report their findings to you.

Master Copy for Learning Activity 2

Name______________________________

Evaluator__________________________ Date________________________

POSTURE CHECKLIST

POSITION	TECHNIQUES	YES	NO
Standing and Walking	Head erect		
	Chin level		
	Chest held high		
	Abdomen held in		
	Shoulder blades pulled slightly toward each other		
	Back held straight		
	Arms relaxed at side		
	Weight evenly distributed on the ball of the foot and heel		
Sitting	Head erect		
	Chin level		
	Chest held high		
	Abdomen held in		
	Back straight		
	Hips touching chair		
	Legs bent at knee		
	Feet flat on floor		
	Thighs and calves parallel and close together		

Check-Out Activity Sheet

HEALTH AND NUTRITION

****

Directions to the Instructor:

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities in the module.

****

Directions: Complete the following statements or questions by filling in the space provided with appropriate answers.

1. A healthy person shows certain characteristics in the way he/she looks, acts, and feels. Name three characteristics of good health.
2. ____________ is the word used to describe how a person holds and carries the body when standing, walking, and sitting.
3. List two ways poor posture affects your body.
4. Two common posture problems among teenagers are __________ and __________.
5. A person should never bend forward from the waist without ______________.
6. List two things sleep does for your body.
7. List three things exercise does for your body.
8. Fats, carbohydrates, proteins, vitamins, and minerals are ______________.
9. Complete the chart:

FOOD GROUP	NUMBER OF SERVINGS NEEDED DAILY
MILK	
BREADS AND CEREALS	
VEGETABLES AND FRUITS	
MEAT	

Check-Out Activity Sheet
HEALTH AND NUTRITION

p. 2

10. Carbonated beverages, candies, and sweets are _________ foods because they contain few, if any, nutrients.

Check-Out Activity Sheet
ANSWERS
HEALTH AND NUTRITION

Directions: Complete the following statements or questions by filling in the space provided with appropriate answers.

1. A healthy person shows certain characteristics in the way he/she looks, acts, and feels. Name three characteristics of a person with good health.

   --Glossy, strong hair
   --Bright, clear, and shiny eyes
   --Teeth free of cavities
   --Skin and membranes a natural color, free of rashes or sores, swelling, and excessive dryness
   --Firm, good toned muscles
   --Bones and joints strong and free from pain
   --Happy and optimistic most of the time with only brief periods of depression
   --Can get along well with people
   --Emotional stability
   --Alert with enough energy to carry out daily routines
   --Good body elimination
   --Good resistance against infection

2. Posture is the word used to describe how a person holds and carries the body when standing, walking, and sitting.

3. List two ways poor posture affects your body.

   --Causes fatigue and physical strain
   --Causes backache and tension
   --Makes you appear to be unsure of yourself
   --Makes you appear to be careless and lazy

4. Two common posture problems among teenagers are humped shoulders, swayback, and a protruding stomach.

5. A person should never bend forward from the waist without bending the legs at the knees.

6. List two things sleep does for your body.

   --Allows the muscles to relax
   --Gives the body time to dispose of the accumulated waste materials
   --Gives the body time to build up a supply of energy
   --Helps a person feel refreshed and full of vitality

7. List three things exercise does for your body.

   --Improves muscle tone
   --Improves blood circulation
   --Toughens the heart and lungs
   --Promotes better resistance to disease and infection
   --Helps to get rid of anxieties, tension, and depression

Check-Out Activity Sheet
ANSWERS
HEALTH AND NUTRITION, p. 2

8. Fats, carbohydrates, proteins, vitamins, and minerals are nutrients.

9. Complete the chart:

FOOD GROUP	NUMBER OF SERVINGS NEEDED DAILY
MILK	4 or more
GRAIN	4 or more
VEGETABLES AND FRUITS	4 or more
MEAT	2 or more

10. Carbonated beverages, candies, and sweets are empty calorie foods because they contain few, if any, nutrients.

Evaluator's Final Checklist

HEALTH AND NUTRITION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

PERSONAL APPEARANCE AND GROOMING

CONTENTS OF MODULE

Student Information Activity

SKIN AND BODY CARE. 1
CARING FOR THE HAIR, MOUTH, HANDS, AND NAILS 3
YOUR CLOTHING 6

Student Self-Checks

PERSONAL CARE 5
CLOTHING SELECTION AND CARE 8
ANSWERS 5,8

Evaluator's Final Checklist

PERSONAL APPEARANCE AND GROOMING. 10

Check-Out Activity Sheet

PERSONAL APPEARANCE . . . . 10 Instructor's
ANSWERS . . . . Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Personal cleanliness and grooming habits. . . . 2

Guidance Associates. "Looking Good: A Guide to Personal Grooming," Filmstrip 2, (two filmstrips with records and cassette tapes).

TOPIC: Clothing and personal appearance. 7

Guidance Associates. "Looking Good: A Guide to Personal Grooming," Filmstrip 1, (two filmstrips with records and cassette tapes).

PERSONAL APPEARANCE AND GROOMING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board illustrating points about personal appearance and grooming.	Bulletin board supplies	
1	You may want to discuss the Student Information, SKIN AND BODY CARE, with your students in a large group. The reference listed has more information about skin care. The chart telling about natural skin care products encourages the use of products found around the house for care of the skin.	ADDITIONAL REFERENCE Graef and Strom, Concepts in Clothing, 1976 ed. pp. 8-84 McGraw-Hill Book Co.; Gregg Division.	
2	View the filmstrip before using it in the classroom. After the students have viewed the filmstrip, use the swing-around technique for review. If the filmstrip is not available, use other applicable AV.	--Filmstrip projector --Cassette tape or record player --Projection screen --Filmstrip #2: "Looking Good: A Guide to Personal Grooming (one of two filmstrips with records and cassette tapes).	
3	As a large group, discuss the steps to personal cleanliness. Allow the students to ask questions or share more in-depth information. Since some of your students may have specific needs in this area, more time and in-depth discussions may be needed for specific topics. Encourage the students to check their personal cleanliness habits using the GROOMING CHECKLIST provided	Pamphlet to be used as a resource: (1) "Personal Care: Self-Expression Through Good Grooming," Proctor and Gamble Company. (2) "Here's Looking at You," The Soap and Detergent Association.	

PERSONAL APPEARANCE AND GROOMING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
3	in the pages following the instructor's guide sheets for this module. You may want to use other resources about grooming and personal appearance.	Master Copy of the Grooming Checklist.	
4	Invite resource persons to provide information about: --Hair care --Face care --Make-up application --Oral hygiene and care of the teeth --Nail care If resource persons are not available, provide the basic information in demonstrations or illustrated talks on each topic. Have the students practice caring for the hair, face, mouth, and nails, either in class or at home.		
5	Student Self-Check		
6	Give a lecture, a demonstration, or an illustrated talk about clothing selection and care. The students may want to read more about clothing selection and care in clothing references.	ADDITIONAL REFERENCES Gawne and Oerke, Dress. Peoria, Illinois: Charles A. Bennett Company, 1975. OR Graef and Strom: Concepts in Clothing. Manchester, MO: McGraw Hill Book Co., 1976. OR Liddell, Clothes and Your Appearance, South Holland, Illinois (60473): Goodheart-Willcox, 1977.	

PERSONAL APPEARANCE AND GROOMING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
7	View the filmstrip before using it in the classroom. After the students have viewed the filmstrip, have them participate in a circular response to review the information. If the filmstrip is not available, use other applicable AV.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip #1: "Looking Good: A Guide to Personal Grooming," (one of two filmstrips with records and cassette tapes).	
8	Student Self-Check		
9	FHA/HERO Have the student(s): --Invite a resource person to come to a sectional FHA/HERO meeting to talk, demonstrate, etc., one of the following topics: -facial care and make-up application -hair care and styling -clothing care for the best appearance -wardrobe selection --Plan and carry out a goal relating to the improvement of their personal appearance; e.g., nail care, facial care and make-up application, hair care and styling, selection and care of clothing, etc., for a FHA/HERO degree. --Show the filmstrip during the chapter meeting.	--Filmstrip projector --Cassette tape or record player --Projection screen --Filmstrip with cassette tape or record: "Looking Your Best Pays Off," (Clairol, 345 Park Avenue, New York).	

PERSONAL APPEARANCE AND GROOMING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
10	Provide a test for each student's check-out activity. You may use questions from the Check-Out Activity Sheet, or you may make up questions. Answers to the questions on the Check-Out Activity Sheet are provided in this manual. You may want to use the Evaluator's Final Checklist to record each student's performance.	--Selected questions from from the Check-Out Activity Sheet, PERSONAL APPEARANCE --A Master Copy of the Evaluator's Final Checklist is provided.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore one of the following careers: a product representative of a cosmetic company, hair stylist, cosmetologist, make-up artist, skin care specialist, dermatologist, or fashion editor.

--Use the Grooming Checklist to check personal cleanliness habits. Report their progress to you.

Master Copy for LA 3 and the Extended Learning

Name____________________________________

Week of_________________________________

Directions: On the chart below, check (✓) the good grooming habits performed daily for one week.

GROOMING CHECKLIST

GOOD GROOMING HABIT	Monday	Tuesday	Wednesday	Thursday	Friday
Took a shower, tub, or sponge bath.					
Used a deodorant or an antiperspirant.					
Shampooed hair.					
Brushed teeth after every meal.					
Used dental floss.					
Washed hair often and as needed.					
Manicured the fingernails.					
Gave feet a pedicure.					
Removed unwanted hair.					
Wore clothes that were clean and fresh.					

Check-Out Activity Sheet

PERSONAL APPEARANCE

****

Directions to the Instructor:

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities in the module.

****

Directions: Complete the following statements or questions by filling in the correct word or words.

1. List four things that you need to promote healthy skin.
2. ____________ skin is oily on the forehead, nose, and chin and is dry on the other areas of the face.
3. A person who has dry skin should wash the face twice a day using ________ _____________.
4. A person who has oily skin should wash the face often with ______________.
5. Adolescent acne is often caused by ______________.
6. Severe cases of acne should be treated by a _________________.
7. Severe cases of acne can cause _________________.
8. Hair should be shaved in what direction?
9. Why should you be very careful to clean the folds and creases in such areas as the armpits, toes, and genital and anal areas?
10. What is the difference between a deodorant and an antiperspirant?
11. List three ways to keep your hair healthy.
12. List four points for good oral hygiene.
13. The grooming of the feet and toenails is called a ____________.

Check-Out Activity Sheet
ANSWERS
PERSONAL APPEARANCE

Directions: Complete the following statements or questions by filling in the correct word or words.

1. List four things that you need to promote healthy skin.

   --plenty of fresh air
   --exercise
   --plenty of rest and sleep
   --proper foods in the right amounts
   --proper cleaning

2. Combination skin is oily on the forehead, nose, and chin and is dry on the other areas of the face.

3. A person who has dry skin should wash the face twice a day using a soap for dry clean or a cleansing cream.

4. A person who has oily skin should wash the face often with a soap made for oily skin.

5. Adolescent acne is often caused by hormones.

6. Severe cases of acne should be treated by a skin specialist or a dermatologist.

7. Severe cases of acne can cause permanent scarring of the skin.

8. Hair should be shaved in what direction?
   In the direction that the hair grows.

9. Why should you be very careful to clean the folds and creases in such areas as the armpits, toes, and the genital and anal areas?

   Perspiration, dust, and bacteria collect in these areas causing body odor.

10. What is the difference between a deodorant and an antiperspirant?

    A deodorant controls odor by killing the bacteria on the skin but it does not control wetness. An antiperspirant is a substance which closes the pores and reduces or stops perspiration as well as odor.

11. List three ways to keep your hair healthy.

    --Shampoo your hair regularly.
    --Brush and comb your hair regularly.
    --Condition your hair.
    --Have your hair trimmed regularly to remove dry, split ends.

Check-Out Activity Sheet
ANSWERS
PERSONAL APPEARANCE

p. 2

12. List four points for good oral hygiene.

    --Brush your teeth after every meal if possible.
    --Clean between your teeth daily with dental floss.
    --Eat the right kinds of food.
    --Use a mouth wash for a fresher smelling breath.
    --See your dentist twice a year.

13. The grooming of the feet and toenails is called a pedicure.

Evaluator's Final Checklist

PERSONAL APPEARANCE AND GROOMING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy.	( )	( )	( )

PUBERTY

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is provided in this manual, or you may want to write your own.)

CONTENTS OF MODULE

Student Information — Activity

PHYSICAL CHANGES DURING PUBERTY. 1

Student Self-Check

PUBERTY. 5
ANSWERS. 5

Evaluator's Final Checklist

PUBERTY 6

Check-Out Activity Sheet

PUBERTY. . . . . 6 Instructor's
ANSWERS. . . . . 6 Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Puberty. 2

Guidance Associates, "Becoming a Woman/Becoming a Man," (two filmstrips with record and cassette tapes).

OR

Guidance Associates, "Growing Into Womanhood/Growing Into Manhood," (three filmstrips and two records and cassette tapes).

PUBERTY

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
1	Divide the class into pairs or small discussion groups to discuss the Student Information, PHYSICAL CHANGES DURING PUBERTY.		
2	View the filmstrip(s) before using it in the classroom. After the students have viewed the filmstrip, have them make comments or ask questions pertaining to the information provided.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip set: "Becoming a Woman/Becoming a Man," (2 filmstrips with record and cassette tapes). OR "Growing Into Womanhood/Growing Into Manhood," (3 filmstrips with 2 records and cassette tapes).	
3	Prepare a lecture about the psychological, social, and emotional changes that occur during puberty. The suggested references or other references could be used to research information.	ADDITIONAL REFERENCE Landis, Your Marriage and Family Living. pp. 30-43; McGraw-Hill Book Company, New York.	
	Provide a lecture summary sheet for each student.	--A summary sheet for a lecture about psychological, social, and emotional changes during puberty is provided in the following pages.	
	Record your lecture so it can be used by students who may be absent. They will need to know the information for the check-out activity.	--Blank tape --Tape recorder/player	
4	Distribute copies of the case situations. Let the students select one situation from the list. The	--A Master Copy of the case situations is provided in the manual. --Tape recorder/player	

PUBERTY

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
4	students may put their explanation of the typical problem relating to puberty on tape or tell it to a small group of students.	--Blank tape	
5	Student Self-Check		
6	Provide a test for each student's check-out activity. You may use questions from the Check-Out Activity Sheet or you may make up questions. The test may be given orally, especially for slow readers. Answers to the questions on the Check-Out Activity Sheet are provided. You may use the Evalutor's Final Checklist to record each student's performance.	--Selected questions from the Check-Out Activity Sheet, PUBERTY, provided in this manual. --A Master Copy of the Evaluator's Final Checklist is provided.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--After discussing the subject with an adult, prepare and present an oral or written report on when parents should tell their daughter and son about puberty.

--Research one or more of the following careers: guidance counselor, social worker, junior high home economics teacher, health educator, school nurse.

SUGGESTED LETTER TO PARENTS

* *

Directions to the Instructor: South Carolina school districts vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parental permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

* *

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at __________ between the hours of _________ and _______.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

____
Home Economics Teacher

____
Parent's Signature of Approval/Date

Psychological, Social, and Emotional Changes Occuring During Puberty in Males and Females:

Both males and females may worry about how they look to others of their peer groups.

If they develop more slowly than their peers, they may worry about whether or not there is something wrong with them.

Puberty normally causes the development of the capacity for mature love.

Puberty normally causes the development of a social awareness.

Both may begin to desire to be independent and self-reliant.

Both may develop poor posture due to self-consciousness about their bodies.

Both may feel guilty or ashamed about sexual feelings and activities such as masturbation. (Masturbation is touching or rubbing one's sex organs to cause sexual excitement.)

Both should begin to learn self-control of emotions.

Both may have abrupt changes in moods.

Females may be tense, irritable, and depressed before their menstrual periods.

Both may feel inferior to their peers in many ways.

Both may develop romantic and sexual yearnings.

CASE SITUATIONS for Learning Activity 4

****

Directions to the instructor: Let each student select a case situation about a young person from the following situations OR, develop your own. Perhaps some students will have some real life situations to which they can more readily identify.

****

Case Situations

1. Your younger brother is being teased about voice changes.

2. Well-developed girls and boys are making fun of an underdeveloped teenage girl. What can an adult (parent or teacher) do to console the underdeveloped girl?

3. Students in your brother's gym class are making fun of him in the shower room because of his prominent breasts and small genitals.

4. An eleven-year-old girl has several girl friends who have started to menstruate. She has come to your home with information concerning menstruation that is not correct and you overhear her passing the information along to your ten-year-old sister.

5. Your brother has come to you and is very embarrassed because for several mornings his pajamas and bed clothing have been damp with a sticky discharge.

6. Your eleven-year-old brother is extremely large and well-developed for his age. He has become almost offensive in his self-pride.

7. Your brother is fifteen and very underdeveloped. He looks more like a twelve-year-old and thus feels very self-conscious around his peers.

8. Your brother spends hours worrying about his big nose and big ears. He either wants to hide or wear a cap pulled down over his face and ears when he goes out. He is sure that everyone is laughing at him.

Check-Out Activity Sheet

PUBERTY

****

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

1. Puberty is nature's way to prepare the human body for ________________.
2. The ________________ gland sets the whole process of puberty in action.
3. Both boys and girls develop a stronger ________________ urge during puberty.
4. Besides physical changes, adolescents are also having to deal with ________________________ changes.
5. Adolescents often have feelings of ______________________ as they compare themselves with their peers.
6. List three physical changes that take place in the female during puberty.
7. List three physical changes that take place in the male during puberty.
8. List two physical changes that both males and females experience.
9. Puberty often causes certain psychological, social, and emotional changes. Describe four of these changes.

Check-Out Activity Sheet

ANSWERS

PUBERTY

1. Puberty is nature's way to prepare the human body for reproduction.
2. The pituitary gland sets the whole process of puberty in action.
3. Both boys and girls develop a stronger sexual urge during puberty.
4. Besides physical changes, adolescents are also having to deal with emotional changes.
5. Adolescents often have feelings of inferiority as they compare themselves with their peers.
6. List three physical changes that take place in the female during puberty.

   --The breasts will grow and develop.
   --The hips will broaden, and the pelvic area will begin to widen, deepen, and tilt forward.
   --Hair will grow under the arms and in the pubic area (on the lower part of abdomen and between the legs).
   --The outer folds of skin (the labia) that cover the entrance to the female reproductive organs will develop.
   --The lining of the vagina will begin to thicken.
   --The uterus will double in size.
   --Menstruation begins.
   --Skin blemishes may occur due to hormone and overly productive oil glands.

7. List three physical changes that take place in the male during puberty.

   --The penis and scrotum will begin to grow and develop.
   --Breasts often swell, get sore, and have a discharge.
   --Hair will grow around the genitals (external sex organs), under the arms, and later on the chest.
   --The beard will begin to grow and darken on the upper lip and chin.
   --Wet dreams, the release of semen, may occur during sleep.
   --Sexual drives will be especially strong.
   --The chest will deepen, the shoulders will widen, and the larger muscles of the arms, legs, and trunk will become stronger.
   --The vocal cords will thicken. This will probably cause changes in the voice.
   --Sweat glands and oil glands may become overactive causing acne or pimples, especially on the face.
   --The body will grow faster in certain places making it seem out of proportion.

8. List two physical changes that both males and females experience.

--Growth of hair under the arms and in the genital area.
--Skin blemishes due to overly active oil glands.
--Changes in the breast including swelling and soreness.

9. Puberty often causes certain psychological, social, and emotional changes. Describe four of these changes.

--Both males and females may worry about how they look to others of their peer group.
--If they develop more slowly than their peers, they may worry about whether or not there is something wrong with them.
--Puberty normally causes the development of the capacity for mature love.
--Puberty normally causes the development of a social awareness.
--Both may begin to desire to be independent and self-reliant.
--Both may develop poor posture due to self-consciousness about their bodies.
--Both may feel guilty or ashamed about sexual feelings and activities such as masturbation.
--Both should begin to learn self-control of emotions.
--Both may have abrupt changes in moods.
--Females may be tense, irritable, and depressed before their menstrual periods.
--Both may feel inferior to their peers in many ways.
--Both may develop romantic and sexual yearnings.

Evaluator's Final Checklist

PUBERTY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

MENSTRUATION

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is provided in this manual, OR you may want to write your own.)

CONTENTS OF MODULE

Student Information	Activity	
MENSTRUATION AND THE MENSTRUAL CYCLE	1	
MENSTRUAL PROTECTION	4	
DO'S AND DON'TS--ESPECIALLY FOR MENSTRUAL DAYS	6	
Student Self-Check		
MENSTRUATION AND THE MENSTRUAL CYCLE	3	
CARING FOR THE BODY DURING MENSTRUATION	7	
ANSWERS	3,7	
Evaluator's Final Checklist		
MENSTRUATION	9	
Check-Out Activity Sheet		
MENSTRUATION	9	Instructor's Manual
ANSWERS	9	

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Menstruation 2

Kimberly-Clark Corporation, "The Story of Menstruation," (filmstrip and cassette tape).

or

Midol Company, "Growing Into Womanhood, (filmstrip with cassette tape).

or

Guidance Associates, "Understanding Human Reproduction: Part I," (1 filmstrip with record and cassette tape).

MENSTRUATION

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
1	Discuss the Student Information, MENSTRUATION AND THE MENSTRUAL CYCLE, as a class. Allow the students to ask questions relating to the subject of menstruation and the menstrual cycle. You may want to hold off the group discussion until the students have viewed the filmstrip in LA #2.		
2	View the filmstrip before using in the classroom. After the students have viewed the filmstrip, have them make comments or ask questions relating to the information presented.	--Projection screen --Filmstrip projector --Cassette tape or record player --Filmstrip set: "The Story of Menstruation," (filmstrip with cassette tape). OR "Growing Into Womanhood," (filmstrip with cassette tape; cost: free). OR "Understanding Human Reproduction: Part I." Use frames 34-86 and Banc 2 on the record. (1 of a 2 filmstrip set with record or cassette tape).	
3	Student Self-Check		
4-5	Discuss the types of menstrual protection. Research information about "toxic shock syndrome" to relate to the students. Prepare a display of feminine hygiene protection products for the students to look at and read information about how to use	--Sanitary napkins --Beltless pads --Tampons --Sanitary belt --Sanitary panties	

MENSTRUATION

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
4-5	each. Allow the students to ask questions.		
6	Discuss the Student Information, DO'S and DON'TS--ESPECIALLY FOR MENSTRUAL DAYS. Allow the students to ask questions or relate "old wives tales."		
7	Student Self-Check		
8	FHA/HERO Have the student(s): Order pamphlets about menstruation from companies to later be distributed in home economics classes studying this module.		
9	Provide a test for each student's check-out activity. You may use questions from the Check-Out Activity Sheet or you may make up questions. Answers to the Check-Out Activity Sheet questions are provided in this manual. The test may be given orally, especially for slow readers. Use the Evaluator's Final Checklist to record the student's performance.	--Selected questions from the Check-Out Activity Sheet, MENSTRUATION, provided in this manual. --A Master Copy of the Evaluator's Final Checklist is provided.	

MENSTRUATION

EXTENDED LEARNINGS

Encourage the student(s) to:

--Research old wives tales about menstruation.

--Develop and carry out a good health plan which includes a good basic diet, plenty of rest and exercise, plenty of liquids, and good grooming and hygiene habits. Have them report their progress to you.

--Research one or more of the following careers: guidance counselor, social worker, junior high home economics teacher, health educator, school nurse, gynecologist.

SUGGESTED LETTER TO PARENTS

* *

Directions to the Instructor: South Carolina school districts vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parental permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

* *

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at _________ between the hours of _________ and _______.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

____
Home Economics Teacher

____
Parent's Signature of Approval/Date

Check-Out Activity Sheet

MENSTRUATION

1. Which of the following physical changes occur when a girl begins to show womanhood?
   - a. Breasts begin to develop
   - b. Menstruation occurs
   - c. Pubic hair begins to grow
   - d. All of the above
   - e. None of the above

2. The average menstrual cycle is
   - a. Seven days
   - b. Fourteen days
   - c. Twenty-one days
   - d. Twenty -eight days
   - e. None of the above

3. The discharge of blood from the vagina is called
   - a. Fertilization
   - b. Menstruation
   - c. Ovulation
   - d. Pregnancy
   - e. Stimulation

4. The body organ that controls the sexual glands is the
   - a. Follicles
   - b. Ovary
   - c. Pituitary gland
   - d. Uterus
   - e. Vagina

5. The hormone that causes the uterus lining to thicken
   - a. Is carried by the bloodstream to the uterus
   - b. Is called estrogen
   - c. Is produced by the ovaries
   - d. All of these
   - e. None of these

6. The process in which an egg is released from the ovaries is
   - a. Fertilization
   - b. Menstruation
   - c. Ovulation
   - d. Pregnancy
   - e. None of these

7. External menstrual protection can be provided by
   - a. Beltless pads
   - b. Napkins
   - c. Tampons
   - d. a. and b.
   - e. a. and c.

8. Soiled sanitary napkins should be disposed of by

   a. Dropping behind the commode base
   b. Flushing down the commode
   c. Wrapping in a tissue or wrapper and placing in a garbage container
   d. a. and c.
   e. b. and c.

9. A good basic diet includes all but one of the following

   a. Eggs
   b. Fruits
   c. Rich desserts
   d. Vegetables
   e. Whole grain cereals

10. Which of the following is something you should do during menstruation?

    a. Drink lots of liquids
    b. Exercise
    c. Get plenty of sleep
    d. Go to bed on the first day
    e. a. b. and d.
    f. a. b. and c.

11. Which statement is false?

    a. A girl needs to change her daily routine when she is having a period.
    b. A girl needs to practice good hygiene and grooming habits particularly when she is having a period.
    c. Body odor may be stronger during the menstrual period.
    d. Exercise helps curb cramps.
    e. The menstrual flow is odorless before it reaches the outside of the body.

ANSWERS
MENSTRUATION

1. Which of the following physical changes occur when a girl begins to show womanhood?
   a. Breasts begin to develop
   b. Menstruation occurs
   c. Pubic hair begins to grow
   d. All of the above
   e. None of the above

2. The average menstrual cycle is:
   a. Seven days
   b. Fourteen days
   c. Twenty-one days
   d. Twenty-eight days
   e. None of the above

3. The discharge of blood from the vagina is called
   a. Fertilization
   b. Menstruation
   c. Ovulation
   d. Pregnancy
   e. Stimulation

4. The body organ that controls the sexual glands is the
   a. Follicles
   b. Ovary
   c. Pituitary gland
   d. Uterus
   e. Vagina

5. The hormone that causes the uterus lining to thicken
   a. Is carried by the bloodstream to the uterus
   b. Is called estrogen
   c. Is produced by the ovaries
   d. All of these
   e. None of these

6. The process in which an egg is released from the ovaries is
   a. Fertilization
   b. Menstruation
   c. Ovulation
   d. Pregnancy
   e. None of these

7. External menstrual protection can be provided by
   a. Beltless pads
   b. Napkins
   c. Tampons
   d. a. and b.
   e. a. and c.

8. Soiled sanitary napkins should be disposed of by

   a. Dropping behind the commode base
   b. Flushing down the commode
   c. [✓ Wrapping in a tissue or wrapper and placing in a garbage container]
   d. a. and c.
   e. b. and c.

9. A good basic diet includes all but one of the following

   a. Eggs
   b. Fruits
   c. [✓ Rich desserts]
   d. Vegetables
   e. Whole grain cereals

10. Which of the following is something you should do during menstruation?

    a. Drink lots of liquids
    b. Exercise
    c. Get plenty of sleep
    d. Go to bed on the first day
    e. a, b, and d
    f. [✓ a, b, and c]

11. Which statement is false?

    a. [✓ A girl needs to change her daily routine when she is having a period.]
    b. A girl needs to practice good hygiene and grooming habits particularly when she is having a period.
    c. Body odor may be stronger during the menstrual period.
    d. Exercise helps curb cramps.
    e. The menstrual flow is odorless before it reaches the outside of the body.

Evaluator's Final Checklist

MENSTRUATION

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

THE PARTS AND FUNCTIONS OF THE HUMAN REPRODUCTIVE SYSTEMS

NOTE TO THE INSTRUCTOR: You may need to get permission from school adminstrators and parents before using this module with students. (A sample letter to parents is provided in this Manual OR you may want to write your own letter.)

CONTENTS OF MODULE

Student Information	Activity	
TERMINOLOGY RELATING TO THE FEMALE REPRODUCTIVE SYSTEM	1	
TERMINOLOGY RELATING TO THE MALE REPRODUCTIVE SYSTEM	3	
CONCEPTION	7	
Student Self-Checks		
IDENTIFYING THE PARTS OF THE FEMALE REPRODUCTIVE SYSTEM.	2	
IDENTIFYING THE PARTS OF THE MALE REPRODUCTIVE SYSTEM.	4	
CONCEPTION	9	
ANSWERS.	2,4,9	
Evaluator's Final Checklist		
THE PARTS AND FUNCTIONS OF THE HUMAN REPRODUCTIVE SYSTEMS.	10	
Check-Out Activity Sheets		
MALE AND FEMALE REPRODUCTIVE SYSTEMS	10	Instructor's Manual
CONCEPTION	10	
ANSWERS.	10	

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Parts and functions of the male and female reproductive systems 5

Guidance Associates, "Understanding Human Reproduction: Part I," (one of a two filmstrip set with record and cassette tape).

TOPIC: Conception 8

Guidance Associates, "Understanding Human Reproduction: Part II," (one of a two filmstrip set with record and cassette tape).

THE PARTS AND FUNCTIONS OF THE HUMAN REPRODUCTIVE SYSTEM

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
1	Discuss the female reproductive system parts and functions as a large group or in small groups. Allow the students to ask questions. You may want to clear up misconceptions and "slang" terminology.		
2	Student Self-Check		
3	Same suggestions as for LA #1 except for male.		
4	Student Self-Check		
5	Review the filmstrip and the discussion guide prior to showing the filmstrip. Make a list of discussion questions. Show a filmstrip about the parts and functions of the male and female reproductive systems. You may wish to have discussion and a question-answer session after viewing frames on each sex.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip set: "Understanding Human Reproduction: Part I" (one of two filmstrips with record or cassette tape).	
6	Read over the ways to win playing CALL-OUT BINGO that is found following the guide sheets for this module. You may find that students feel more comfortable playing the silent Bingo.	--Copy of the CALL-OUT BINGO sheet, are found following the instructor's guide for playing the game. --Items to cover bingo answers, e.g., corn, beans, tiny squares of paper. --Rewards, if you wish to give any. --Call-Out Bingo Terms for HD-6, are found following copies of the CALL-OUT BINGO sheets in this manual.	

THE PARTS AND FUNCTIONS OF THE HUMAN REPRODUCTIVE SYSTEM

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
6		--Statements to be read by teacher will follow the call-out bingo teams in this manual.	
7	Student Information on Conception		
8	Review the filmstrip and the discussion prior to showing the filmstrip. Make a list of discussion questions. Show a filmstrip about conception. Lead the class in discussing the topics: --How and When Conception Occurs --Characteristics That Are Inherited Refer back to the information provided in Learning Activities 7 and 8.	--Projection screen --Cassette tape or record player --Filmstrip projector --Filmstrip set: "Understanding Human Reproduction: Part II," show frames 1-32 (one of two filmstrips with record or cassette tape).	
9	Student Self-Check		
10	Select questions from the Check-Out Activity Sheets for each student's check-out activity or develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module. The test may be given orally, especially for poor readers.	--Selected questions from the Check-Out Activity Sheets, MALE AND FEMALE REPRODUCTIVE SYSTEMS and CONCEPTION, found after the instructor's guide sheets for this module. --Copies of the Evaluator's Final Checklist.	

THE PARTS AND FUNCTIONS OF THE HUMAN REPRODUCTIVE SYSTEMS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
10	Check-Out Activity Sheet answers are provided following the guide sheets for this module. Use the Evaluator's Final Checklist to check the student out. The students will answer the questions on the male and female reproductive systems and on conception.		

EXTENDED LEARNINGS

Encourage the student(s) to:

Research one or more of the following careers: guidance counselor, social worker, home economics teacher, health educator, school nurse, doctor.

SUGGESTED LETTER TO PARENTS

* *

Directions to the Instructor: South Carolina school districts vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parental permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

* *

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at __________ between the hours of __________ and _______.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

____
Home Economics Teacher

____
Parent's Signature of Approval/Date

THE HUMAN REPRODUCTIVE SYSTEMS

CALL OUT BINGO TERMS

Cervix
Clitoris
Ejaculatory duct
Epididymis
Estrogen
Fallopian tubes
Foreskin
Genitalia
Glans
Hymen
Labia
Ovary
Penis
Prostate gland
Scrotum
Seminal vesicles
Testes
Testosterone
Urethra
Uterus
Vagina
Vaginal opening
Vas deferens
Vulva

THE HUMAN REPRODUCTIVE SYSTEMS

CALL OUT BINGO

TEACHER'S MATERIALS

Statements to be read by teacher	Correct Answers
--The lower part of the uterus (womb) that projects into the vagina.	Cervix
--A small female organ in the front of the pubic area that is extremely sensitive to stimulation.	Clitoris
--The small tube connecting the outlets of the seminal vesicles.	Ejaculatory duct
--The tiny balloon-like structure on the top and back of the testes. The organ in which sperm mature.	Epididymis
--Female hormone.	Estrogen
--The two small tubes that branch from either side of the upper parts of the uterus.	Fallopian tubes
--The part of the penis that may be circumsized.	Foreskin
--The sex organs.	Genitalia
--The end of the penis that is very sensitive.	Glans
--A narrow fold of tissue covering the entrance of the vagina.	Hymen
--The outside fleshy folds of skin which covers the female genital area.	Labia
--Female sex glands.	Ovary
--The cylinder-shaped male sex organ filled with spongy tissue.	Penis
--The gland that produces semen.	Prostate gland
--The male sex organ that covers and protects the testes.	Scrotum
--The two pouch-like structures that store and mature the sperm.	Seminal vesicle

--Male sex glands.	Testes
--Male hormone.	Testosterone
--The passage from the bladder to the outside of the body.	Urethra
--The pear-shaped organ that holds the fertilized egg during pregnancy.	Uterus
--The birth canal.	Vagina
--The only outside opening into the internal female reproductive organs.	Vaginal opening
--The two tubes leading from the epididymis of each testicle to one of the seminal vesicles.	Vas deferens
--The external female sex organs located in the pubic area.	Vulva

GENERAL INSTRUCTIONS FOR
CALL-OUT BINGO

Directions for the instructor:

1. Give each student a Call-Out Bingo Sheet and a list of Call-Out Bingo Terms.

2. Instruct the student to write a term in each of the empty spaces on the bingo sheet.

3. Provide covers for the bingo spaces, e.g., corn, beans, tiny squares of paper, etc.

4. Indicate the type of game pattern to be played during each round in the game. See Instructor's Manual, p. 52, WAYS TO WIN PLAYING CALL OUT BINGO.

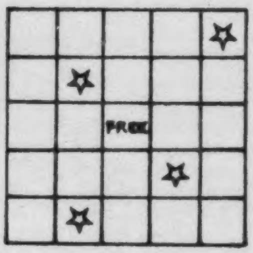
5. In CALL OUT BINGO, the teacher calls out at random the statements of information or definition. Then, any student in the group "calls out" the answer. If the student's response is correct, the teacher acknowledges that it is correct. Any student in the room with the correct term on the bingo card may cover it.

6. If tables, teams, rows, or groups play together, everyone in the grouping wins if one member wins. Thus, each student, regardless of his/her academic ability, feels he/she can win. All members of the winning team are rewarded. Rewards may be a treat for the group, extra points, hard candy, popcorn, or you may elect not to reward at all.

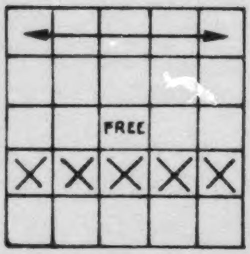
7. Marking statements called out each time with a different color mark or different marks as ✓, X, *, etc., each time assures the teacher that all statements have been used and gives a double check when a student wins the round.

8. After playing several games of group CALL OUT BINGO, you may have the students to play SILENT BINGO in which groups or individuals can play to win. (In group SILENT BINGO, members may share correct answers by whispering.)

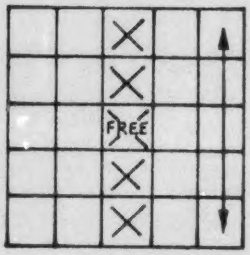
WAYS TO WIN PLAYING CALL-OUT BINGO



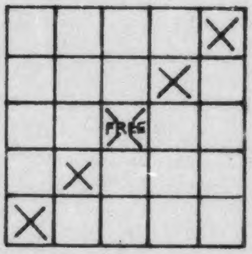
1. PLAYING FOR THE ✡'s



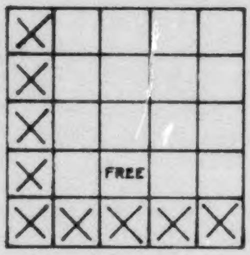
2. HORIZONTAL



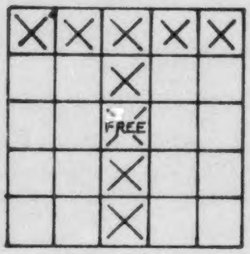
3. VERTICAL



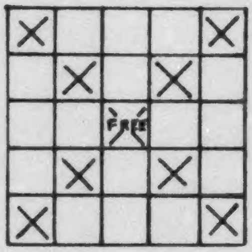
4. DIAGONAL



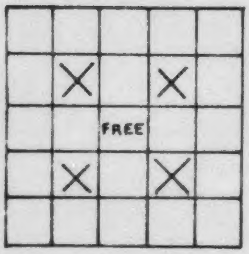
5. PLAYING FOR "L"



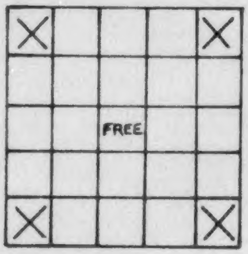
6. PLAYING FOR "T"



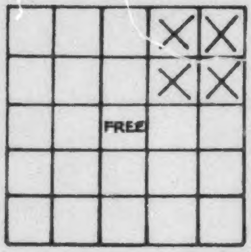
7. PLAYING FOR "X"



8. PLAYING FOR CORNERS TOUCHING FREE



9. PLAYING FOR OUTSIDE FOUR CORNERS



10. POSTAGE STAMP. Any four touching squares NOT INCLUDING FREE

CALL-OUT BINGO

			☆	
	☆			
		FREE		☆
		☆		

Check-Out Activity Sheet

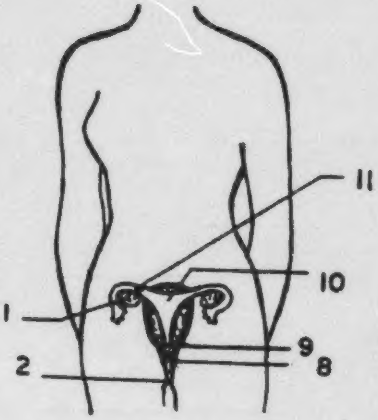
MALE AND FEMALE
REPRODUCTIVE SYSTEMS

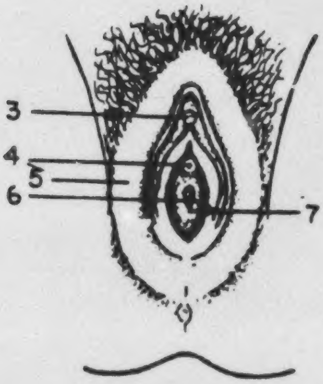
* *

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

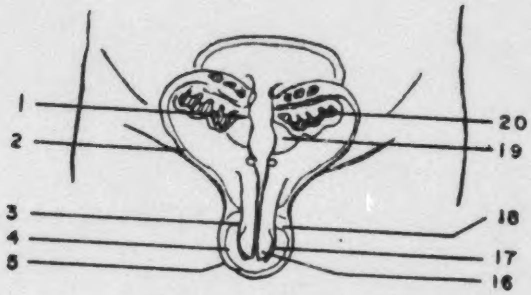
* *

Part I. Label the parts of the following illustrations of the female reproductive system.

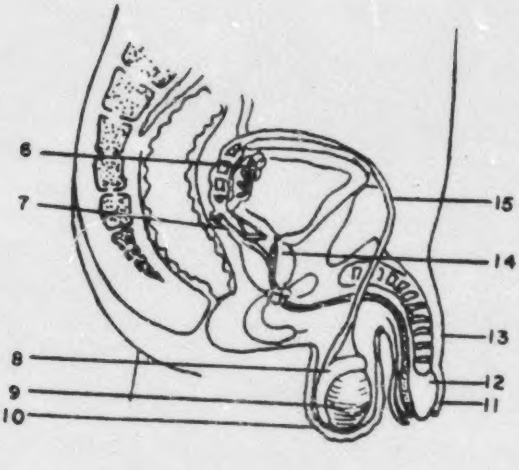




Part II. Label the parts of the following illustrations of the male reproductive system.


1
2
3
4
5
20
19
18
17
16

FRONT VIEW


6
7
8
9
10
15
14
13
12
11

SIDE VIEW

Part III. Match the following parts of the male and female reproductive systems with the correct functions. Place the letter of the FUNCTION in the blank to the left of the numbered SEX ORGAN.

SEX ORGAN

_____ 1. Cervix
_____ 2. Clitoris
_____ 3. Ejaculatory duct
_____ 4. Epididymis
_____ 5. Fallopian tubes
_____ 6. Foreskin
_____ 7. Glans
_____ 8. Hymen
_____ 9. Labia
_____10. Ovary
_____11. Penis
_____12. Prostate gland
_____13. Scrotum
_____14. Seminal vesicle
_____15. Testes
_____16. Urethra
_____17. Uterus
_____18. Vagina
_____19. Vaginal opening
_____20. Vas deferens

FUNCTION

a. The lower part of the uterus that extends down into the vagina.

b. The part of the male genitalia that covers and protects the male organs which produce sperm.

c. The sex organs that produce sperm.

d. The male sex organ which connects the outlets of the two seminal vesicles.

e. The opening from the bladder.

f. A very sensitive part of the penis.

g. The pear-shaped organ (womb) that expands during pregnancy.

h. The part of a male sex organ which is circumsized.

i. The opening from the outside of the female body into the internal reproductive organs.

j. A female sex gland.

k. The male organ located at the base of the bladder which forms semen.

l. The organ in which sperm are stored and nurtured.

m. The outer folds of flesh which cover and protect the genital area of the female.

n. The male organ that accumulates sperm while they mature.

o. The narrow fold of tissue covering the vaginal opening.

p. The female organ that is highly sensitive to stimulation.

q. The tubes that lead from the epididymis of each testicle to one of the seminal vesicles.

r. The tubes for transporting ripened, released ova.

s. The male sex part that penetrates the female during sexual intercourse.

t. The birth canal.

Check-Out Activity Sheet

ANSWERS
MALE AND FEMALE REPRODUCTIVE SYSTEMS

Part I:

1. Ovary
2. Vaginal opening
3. Clitoris
4. Urethra
5. Labia
6. Vaginal opening
7. Hymen
8. Vagina
9. Cervix
10. Uterus
11. Fallopian tube

Part II:

1. Ejaculatory duct
2. Vas deferens
3. Penis
4. Testes (or testicles)
5. Scrotum
6. Seminal vesicles
7. Ejaculatory duct
8. Epididymis
9. Testes (or testicles)
10. Scrotum
11. Foreskin
12. Glans
13. Penis
14. Prostate gland
15. Vas deferens
16. Glans
17. Foreskin
18. Epididymis
19. Prostate gland
20. Seminal vesicles

Part III:

1. a
2. p
3. d
4. n
5. r
6. h
7. f
8. o
9. m
10. j
11. s
12. k
13. b
14. l
15. c
16. e
17. g
18. t
19. i
20. q

Check-Out Activity Sheet

CONCEPTION

* *

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

TRUE OR FALSE STATEMENTS

_____ 1. The release of an ovum from a female ovary is called ovulation.

_____ 2. The process in which a fertilized ovum attaches itself to the lining of the uterus is called implantation.

_____ 3. Millions of sperm fertilize one ovum during conception.

_____ 4. During sexual intercourse the penis is inserted into the uterus.

_____ 5. Pregnancy can occur even if the penis does not penetrate the vagina.

_____ 6. Ovulation occurs monthly in the female from puberty until menopause.

_____ 7. An enzyme on the head of a sperm dissolves the outer layer of an ovum in order to enter it.

_____ 8. The period of time that an ovum is in the correct location for fertilization is about twelve hours.

_____ 9. The lining of the uterus is called the endometrium.

_____ 10. The fertilized ovum is called an embryo during the first three months of pregnancy.

Check-Out Activity Sheet

ANSWERS
CONCEPTION

1. True
2. True
3. False
4. False
5. True
6. True
7. True
8. False
9. True
10. True

Evaluator's Final Checklist

THE PARTS AND FUNCTIONS OF THE HUMAN REPRODUCTIVE SYSTEMS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) The student completed the Check-Out Activity Sheet, MALE AND FEMALE REPRODUCTIVE SYSTEMS, with 80% accuracy. . . .	( )	( )	( )
(2) The student completed the Check-Out Activity Sheet, CONCEPTION, with 80% accuracy.	( )	( )	( )

VENEREAL DISEASES

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is provided in this manual OR you may want to write your own.

CONTENTS OF MODULE

	Activity	
Student Information		
TERMS TO KNOW	1	
QUESTIONS ABOUT VD	2	
Student Self-Check		
FACTS ABOUT VD	4	
ANSWERS	4	
Evaluator's Final Checklist		
VENEREAL DISEASES	6	
Check-Out Activity Sheet		
VENEREAL DISEASES	6	Instructor's Manual
ANSWERS	6	

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Venereal diseases 3

Guidance Associates, "VD: What You Should Know," Grade Level 10-12, (three filmstrips with cassette tapes and records).

OR

Guidance Associates, "Venereal Disease: Who, Me?, Grade Level 7-9, (two filmstrips with cassette tapes and records).

Instructor's Guide Sheet

VENEREAL DISEASES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
1	Review the terms with the students.		
2	Divide the students into small groups or remain as a large group for discussing the questions on the Student Information, QUESTIONS ABOUT VD. Allow the students to ask other questions relating to VD.		
	Have the students read more about VD in one or more of the references listed or others that are available.	ADDITIONAL REFERENCES Landis: Your Marriage and Family Living, Prentice-Hall, Inc., pp. 130-132. AND/OR Landis and Landis: Building a Successful Marriage, Prentice Hall, Inc., pp. 153-154. AND/OR Riker and Riker: Finding My Way, Charles A. Bennett Publishing Co., Chapter 11.	
	You may want to order the pamphlets listed and hand them out as additional reading materials for the students	PAMPHLETS The American Federation for the Prevention of VD Incorporated: "The New Venereal Disease Prevention for Everyone," 6th Revised Edition, free. AND/OR The National March of Dimes Foundation: "Venereal Disease Hurts You and Unborn babies," free	
	Invite a doctor or nurse from the public health clinic to talk to the class about VD.		

VENEREAL DISEASES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
3	Prior to showing the audio-visuals, preview and jot down follow-up discussion or review questions. Allow the entire class to view the suggested filmstrip set or other applicable audio-visuals. As a large class, discuss the filmstrip set or other AV. Allow the students to ask other questions pertaining to VD.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip set: "VD: What You Should Know: (three filmstrips with records and cassette tapes). OR "Venereal Disease? Who, Me?" (two filmstrips with records and cassette tapes).	
4	Student Self-Check		
5	FHA/HERO Have the student(s): --Show a film or filmstrip about venereal diseases to chapter members and their parents. --Make a poster or construct a bulletin board showing current information on venereal diseases.	--Film or filmstrip and equipment. (Refer to Learning Activity #3) --Bulletin board supplies.	
6	Prepare a test by using questions from the Check-Out Activity Sheet or you can develop pertinent questions for the test. Be sure that questions relate to the Learning Activities provided in the module. Answers to the Check-Out Activity Sheet are provided. The Check-Out Activity could be given orally, especially for poor readers. Use the Evaluator's Final Checklist to check each student out.	--Selected questions from the Check-Out Activity Sheet, VENEREAL DISEASE. --Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

Research one of the following careers: nurse, doctor, social worker, counselor.

SUGGESTED LETTER TO PARENTS

* *

Directions to the Instructor: South Carolina school districts vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parental permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

* *

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at __________ between the hours of _________ and _______.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

____
Home Economics Teacher

____
Parent's Signature of Approval/Date

Check-Out Activity Sheet

VENEREAL DISEASE

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in this module.

* *

Directions: Write the answers to the following questions in the space provided. Give the sheet to your instructor when you are finished. You must check-out with 80% accuracy.

1. What are venereal diseases?
2. Name the three most common venereal diseases.
3. List two symptoms of gonorrhea in men.
4. List two symptoms of gonorrhea in women.
5. What is a common symptom of syphilis in the first stage of infection?
6. How can a person know for sure if he/she has gonorrhea or syphilis?
7. What treatment is usually used in cases of VD?
8. List three ways to help stop VD.
9. Why is it important to know about and try to get rid of VD?

Check-Out Activity Sheet
ANSWERS
VENEREAL DISEASES

1. What are venereal diseases?

   Serious communicable diseases spread by sexual contact.

2. Name the three most common venereal diseases.

   Syphilis, gonorrhea, and herpes genitalia

3. List two symptoms of gonorrhea in men.

   A burning sensation during urination; a messy yellow-white discharge from the penis.

4. List two symptoms of gonorrhea in women.

   A discharge or burning during urination; sharp abdominal pain with low fever; a low white blood count.

5. What is a common symptom of syphilis in the first stage of infection?

   A painless sore at the site of the infection.

6. How can a person know for sure if he/she has gonorrhea or syphilis?

   Go to the doctor or the public health clinic for tests.

7. What treatment is usually used in cases of VD?

   Penicillin.

8. List three ways to help stop VD.

   Know the symptoms; treat for VD immediately; avoid sexual contact except with partner known to be free of VD; personal hygiene before and after sexual intimacy; using the condom(rubber); report all contacts to public health authorities.

9. Why is it important to know about and try to get rid of VD?

   VD is America's #1 enemy among reported communicable diseases. They kill, cripple, and seriously endanger the mental and physical well-being of millions of people. If a person knows the symptoms and how to prevent or seek help to treat VD, he/she will be able to help get rid of this public health problem.

Evaluator's Final Checklist

VENEREAL DISEASES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

TEENAGE PREGNANCY

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is provided in this module, or you may want to write your own.)

CONTENTS OF MODULE

Student Information	Activity	
SOME FACTS CONCERNING TEENAGE PARENTHOOD	1	
PHYSICAL DANGERS OF TEENAGE PREGNANCY.	2	
BUT . . . WHAT IF IT DOES HAPPEN?.	3	
Student Self-Check		
TEENAGE PREGNANCY.	4	
ANSWERS.		
Evaluator's Final Checklist		
TEENAGE PREGNANCY.	7	
Check-Out Activity Sheet		
TEENAGE PREGNANCY.	7	Instructor's Manual
ANSWERS.		

RECOMMENDED AUDIO-VISUAL MATERIALS

Tape HD-18: "Effects of Pregnancy Outside of Marriage".	5

RECOMMENDED REFERENCE

Topic: Teenage Pregnancy . . . . Riker and Riker, Finding My Way, 1979 edition.	1

Instructor's Guide Sheet

Module [illegible]

TEENAGE PREGNANCY

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
1-3	Find newspaper clippings and other timely statistics on this topic to share with the students. Post on the bulletin board and otherwise share with students.		
4	Student Self-Check		
5	Play the tape for the class to listen to. Divide the class into small groups to review the information learned in this module. Have them to use the Student Informations in Learning Activities 1, 2, and 3 to aid discussion. Refer to the references listed for good discussion questions.	--tape player --Tape: HD-18, "Effects of Pregnancy Outside of Marriage" ADDITIONAL REFERENCES Landis and Landis, Prentice Hall, Personal Adjustment, Marriage and the Family, 1975 ed. p. 106 Landis, Prentice-Hall, Your Marriage and Family Living, 1977 ed. p. 28.	
6	FHA/HERO Have the student(s): --Invite a social worker or marriage counselor to come to the chapter or section meeting to talk about "Teen-age Pregnancy" --Invite persons to participate in a panel discussion on "Teenage Pregnancy." Include a person who has had a pregnancy outside of marriage, the parent of such a person, the father of the child, a doctor, and an illegitimate child.		

TEENAGE PREGNANCY

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
7	Select questions from the Check-Out Activity Sheet for each student's check-out activity. OR, you may choose to make up your own. Answers to the questions listed on the Check-Out Activity Sheet are provided. The test may be given orally if the student is a slow reader.	--Selected questions from the Check-Out Activity Sheet, TEENAGE PREGNANCY.	
	Use the Evaluator's Final Checklist for checking each student out.	--Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Research careers in helping people to understand each other, e.g., social workers, guidance counseling, marriage counseling, social service workers. Have them to report information collected to you.

SUGGESTED LETTER TO PARENTS

* *

Directions to the Instructor: South Carolina school districts vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parental permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

* *

Date

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The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at __________ between the hours of __________ and __________.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

____
Home Economics Teacher

____
Parent's Signature of Approval/Date

Tape Script for Learning Activity #6

EFFECTS OF PREGNANCY OUTSIDE OF MARRIAGE

The following tape is an interview with a girl, boy, mother and father, a sister and an illegitimate child on the feeling and problems they had when facing pregnancy outside of marriage. The names have been changed but the stories are told by the actual people as they faced this problem.

"I was sixteen years old and had been dating Jay for a year. I knew about birth control methods but at the time, we had our first sexual relations and I didn't want to ruin the romance of the occasion. I didn't think I would become pregnant from my first sexual experience. Next thing I knew I was pregnant. I told Jay first and he called me stupid for letting myself get pregnant. I knew he was scared and it would ruin his life. Jay was a super football player, and he had a full scholarship at one of the best universities in the state. He also had great plans in becoming a dentist. I needed to talk to someone so I went first to my, so I thought, best friend. By the end of the week I was the talk of the school. After talking with my doctor he suggested I needed to tell my parents, and that their support would be my help. I believe this was the hardest thing I ever had to do, but I told them. After the tears, the screaming and blaming, we got down to what was best for me. I was a good student and really wanted to be a nurse. We discussed all the possibilities; abortion, adoption, and keeping the baby. It also got me professional counseling. I decided to have an abortion. My parents got me a good doctor and everything went smoothly. That was a year ago. I am still seeing a counselor. It has been a bad year, but I am dating again. I'm trying very hard to improve my life and find real happiness."

"My name I will say for this interview is Tony. I'm 18 and have had several sexual relationships with different girls; they didn't get pregnant. I had been dating Peggy for six months. We never talked about birth control. I don't know if I thought she would take care of it or it just wouldn't happen--maybe I really didn't care, I just don't know. When Peggy told me she was pregnant I just didn't know what I would do. I had just graduated from high school. What would I do with a wife and kid, no more good times. Boy did I feel trapped. But yet I felt I owed her something. After all, it was my baby also. I talked to my parents after being told, I knew how to keep a girl from becoming pregnant. My father was most definite that I didn't owe her anything and that my life was not to be ruined by some girl who wanted me for a husband. It ended up that I didn't get to make any of the decisions. Peggy had her own baby, put it up for adoption, and she didn't want to marry me. Her parents took care of everything. I wouldn't have to see my baby, I don't even know if it was a boy or girl. I have suffered more than anyone knows."

"When my fifteen year old daughter told me she was pregnant I thought I would die. I cried for days, I hated everyone and I blamed myself. I had to make myself help her. She was so young--what would she do. I didn't know what to do. My husband was hurt and disappointed but he handled it much better than I did. We all went to a family counselor, by the suggestion of our family minister. This seemed to help us get everything back into perspective. We had to help Carol and be a support to her in what her decision was. She decided to have an abortion which I was not sure I really wanted her to have. It is all over now and Carol is fine. I have real problems, though, trusting her, which has made our relationship not very good at this point. I really don't know how I will feel a year from now, but I do know, my other two younger daughters will be talked to a lot more about birth control.

"My son, a 19-year-old freshmen in college got a 16-year old girl pregnant. When he told me I was really angry. How could that little fortune hunter ruin my son. I told Paul to walk away from her. She should have taken some precautions to keep from getting pregnant. She just wanted to trap him into marriage--which would have ruined his life. She could be pregnant by anyone; he was away at school, how does he know she hadn't been with others. He didn't marry her but he stayed out of school for a semester to work and give her money to have that baby. He doesn't seem so happy or have much fun anymore."

"My sister has made my life absolutely miserable. She got pregnant when she was 16 and above all things decided to keep the baby. I am now sixteen and my parents will hardly let me out of their sight. I can't date; I can't spend the night with friends; they even check on me at school functions. I just don't think it is fair; I am not my sister. Believe me I learned to be smarter from her experiences. She is now eighteen and has had absolutely no life at all. As far as I can see, her life is miserable. I even have to baby sit just so she can finish school and work. Sometimes I feel sorry for my sister, but I still do not understand why I am being punished for her mistakes. I can even see at my age what a hard life my little niece is going to have. If only I had a chance to prove to my parents that I can be trusted at home, my work and my world would be a lot better."

"I am a fourteen year old illegitimate child. My mother told me all about her and my father. My mother has raised me all by herself. I think she has done a good job. I am well adjusted, very mature for my age, make good grades and really love my Mom. I can remember kids teasing me when I was younger because I didn't have a father. Sometimes I think it would be nice to have a Dad to do things with and to talk to. I do know I want my children to have both a mother and a father. This, for some reason at this point of my life, is very important."

Check-Out Activity Sheet

TEENAGE PREGNANCY

****

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

TRUE-FALSE STATEMENTS

Directions: Answer the following true or false statements. Write T in the blank beside those statements that are true and F in the blank beside those statements that are false.

____1. The teenage mother has a lower death rate than those mothers 20 - 24 years of age.

____2. The age at which there are the fewest complications during pregnancy is 20 - 24.

____3. The teen mother, father, their parents, and other relatives may all be affected by the pregnancy.

____4. Divorce rates among teens is higher than those who marry later.

____5. Most teenage mothers are able to continue in school and become self-supporting.

SHORT ANSWER QUESTIONS

Directions: Answer the following questions.

1. List four options given in learning activities to deal with pregnancy during the teen years.
2. List two problems that are more likely to occur to babies of teenage mothers.
3. List two problems that may result when a teen mother chooses to keep her child and not marry.
4. List one advantage and one disadvantage of adoption.

Check-Out Activity Sheet

ANSWERS

TEENAGE PREGNANCY

TRUE-FALSE STATEMENTS

F 1. The teenage mother has a lower death rate than those mothers 20 - 24 years of age.

T 2. The age at which there are the fewest complications during pregnancy is 20 - 24.

T 3. The teen mother, father, their parents, and other relatives may all be affected by the pregnancy.

T 4. Divorce rates among teens is higher than those who marry later.

F 5. Most teenage mothers are able to continue in school and become self-supporting.

SHORT ANSWER QUESTIONS

1. List four options given in readings to deal with pregnancy during the teen years.

--Marriage
--Abortion
--Adoption
--Single parenthood

2. List two problems that are more likely to occur to babies of teenage mothers.

--Born prematurely or are too small
--Birth injuries
--More childhood illnesses
--Problems with the nervous system

3. List two problems that result when a teen mother chooses to keep her child and not marry.

--May have to drop out of school
--May have financial problems
--May have resentment from other family members
--May have more demands than teenager is emotionally able to meet

Check-Out Activity
ANSWERS
TEENAGE PREGNANCY
page 2

4. List one advantage and one disadvantage of adoption.

Advantages:

--Allows teen to continue education and become more mature before settling down
--A better home may be provided for the child

Disadvantages:

--A final transaction legally
--May experience a sense of loss

Evaluator's Final Checklist

TEENAGE PREGNANCY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

BABYSITTING

NOTE TO THE INSTRUCTOR: Before allowing the students to start work on this module, review the contents of the following modules and their corresponding Instructor's Guide Sheets:

HD-12: "Children's Routines"
HD-13: "Choosing Toys, Play Equipment, and Play Materials for Preschool Children"
HD-14: "Introduction to First Aid"

The students may need to know the contents of these modules before studying this module about babysitting.

CONTENTS OF MODULE

Student Information	Activity	
THE RESPONSIBILITIES OF BABYSITTING	5	
Student Self-Check		
THE BABYSITTING CROSSWORD PUZZLE	10	
ANSWERS	10	
Evaluator's Final Checklist		
BABYSITTING	12	
Check-out Activity Sheet		
BABYSITTING	12	Instructor's Manual
ANSWERS	12	

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Safety and children 2

Franklin-Clay Films. The Complete Babysitter.
Filmstrip 1: "Safety First," (one of a three-filmstrip set with cassette tapes).

TOPIC: The business aspects of babysitting 6

Franklin-Clay Films. The Complete Babysitter.
Filmstrip 3: "Business Aspects and What If...?", (one of a three-filmstrip set with cassette tapes).

Activity

TOPIC: Caring for children and planning activities . 8

Franklin-Clay Films. The Complete Babysitter. Filmstrip 2: "Care and Activities," (one of a three-filmstrip set with cassette tapes).

RECOMMENDED REFERENCES

TOPIC: Safety and caring for babies and children . . 1

Brisbane, The Developing Child, 1980 edition.
Hurlock, Child Growth and Development, 1979 edition.

TOPIC: Activities for different ages of children . . 7

See the suggested reference listing for Learning Activity 7 following the Instructor's Guide Sheets.

BABYSITTING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
1	Review the information provided in the references. You may have the students read only one of the references.	RECOMMENDED REFERENCES Brisbane, The Developing Child, pp. 382-390 and 468-473. AND/OR Hurlock, Child Growth and Development, pp. 133-141.	
	If the additional reference is available, you may refer the students to one or both of the chapters listed.	ADDITIONAL REFERENCE Ames, Child Care and Development, Chapter 14: "How to Be a Successful Sitter," pp. 259-268, and/or Chapter 15: "Safety for Sitters," pp. 271-287. New York: J.B. Lippincott Company, 1979 ed.	
	As a large group, discuss the following points: (1) The importance of babysitting (2) Problems to anticipate and how to handle the problems (3) What to do in case of illness or accident (4) Do's and don'ts when babysitting (5) What do you learn from babysitting (6) Information that a babysitter needs before the parents leave		
2	Read, or have a student read, "The Babysitter's Pledge" to the class. You may want to provide a copy for each student.	--Master Copy of "The Babysitter's Pledge"	
	View the filmstrip before using it in the classroom. After the students have viewed the filmstrip, have them make comments or ask questions pertaining to the information presented.	--Filmstrip projector --Cassette tape player --Projection screen --Filmstrip: "Safety First" (#1 of a three-filmstrip/cassette set).	

BABYSITTING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
2	Discuss safety measures to be taken when caring for children.		
3	Invite three to five resource persons to participate in a panel discussion about the care of children and the business of babysitting. Resource persons may include parents, a paramedic, a nursery school teacher, a day care operator, a child development specialist, a child care services instructor. Lead the discussion by asking members of the panel questions that relate to their experiences or careers: Parent 1. What do you expect of a babysitter? 2. What are your responsibilities as a parent hiring a babysitter? Paramedic 1. How can you be of service to babysitters when an emergency occurs? 2. What is the procedure for receiving your help? Nursery school teachers or Day Care Operator 1. Relate activities that children of various ages enjoy. 2. Relate safety precautions that are necessary for varying ages of children. Child Development Specialist 1. What characteristics such as fears, discipline		

BABYSITTING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
3	problems, etc., can you expect of young children and school-age children? 2. How would you best handle the problems? Child Care Services Instructor 1. For what careers can babysitting skills be beneficial? 2. What child care skills are developed through the Child Care Services courses of study? Allow the students to ask questions.		
4	This activity will be a homework assignment. Provide a list of questions for the students to use during their interview. Lead the sharing session when the students have completed their interviews. Discuss the parents' thoughts, ideas, and expectations.	Master Copy of INTERVIEWING A PARENT ABOUT BABYSITTING.	
5-6	After the students have read the Student Information, THE RESPONSIBILITIES OF BABYSITTING, have them view the filmstrip as a large group. Discuss the responsibilities of babysitting on the part of the babysitter and the parent. On the chalkboard make a list of good business habits and a list of poor	--Filmstrip projector --Cassette tape player --Projection screen --Filmstrip: "Business Aspects and What If...?" (Filmstrip #3 of a three-filmstrip/cassette set).	

BABYSITTING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
5-6	business habits when babysitting. (Or, a student could do this individually.)		
7	Provide references for the students to use for researching play activities for different ages of children. You may refer to the listing of references provided following the Instructor's Guide Sheets for this module. Some of the books may be available from the local library. Divide the class into partners or small groups for doing the research. Provide a copy of handout, ACTIVITIES FOR CHILDREN, or write the information to be researched on the chalkboard. You may modify the handout to meet the needs of your students. Tell them what you want them to research and give them a minimum number of activities to research for each age group.	--Listing of references about children's activities --Master Copy of the handout, ACTIVITIES FOR CHILDREN.	
8	View the filmstrip before using it in the classroom. After the students have viewed the filmstrip, have them discuss the information presented about caring for children and planning activities.	--Filmstrip projector --Cassette tape player --Projection screen --Filmstrip: "Care and Activities," (Filmstrip #2 of a three-filmstrip/cassette set).	
9	Provide each student with the handout, THE BABYSITTER'S KIT provided in this manual.	Master Copy of the Handout, THE BABYSITTER'S KIT.	

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BABYSITTING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
9	Explain that the handout is a suggested list of items or ideas to include in the kit. This can be a homework activity. Set aside a time period for the students to tell about the contents of their babysitter's kit.		
10	Student Self-Check Provide a copy of the crossword puzzle for each student.	--Master Copy of THE BABYSITTING CROSSWORD PUZZLE.	
11	FHA/HERO Have the student(s): Sponsor a community babysitting clinic.		
12	Provide a test for each student's check-out activity. You may use questions from the Check-Out Activity Sheet or you may make up questions. Answers to the questions on the Check-Out Activity Sheet are provided. OR Have the student(s) check-out on babysitting skills in actual situations. The student would check-out outside the classroom. The parent(s) of the children could be the evaluator(s). Use the Evaluator's Final Checklist for checking each student's performance	--Selected questions from the Check-Out Activity Sheet, BABYSITTING. --Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore one or more of the following jobs or careers: playground assistant, child care worker, camp counselor, practical or registered pediatric nurse, assistant teacher in a nursery school or kindergarten, child psychologist, pediatrician, teacher for preschools.

--Check with the local Chamber of Commerce or newspaper office to see if a first aid course is being offered in the community. If there is one, encourage students to take the course.

--Babysit a child or children. Have them use THE BABYSITTER'S CHECKLIST.

The Baby Sitter's Pledge

"I have one of the most responsible jobs in the world.

I am in charge of a priceless possession.

From the moment I start my duties until the parents return, I will keep awake, alert, watchful.

I will be prepared to meet any emergency of accident or illness.

I will know how and where to call the doctor, the police, the fire department, and the place where the parents, near friends, or neighbors may be reached.

I will know how to properly care for simple burns, cuts, and bruises.

When entering a strange home, I will take careful note of my surroundings, and will observe, and if possible correct, any condition that may cause an accident during my presence.

I will not permit my charges to play around stoves, electrical appliances, or upon stairways.

I will not permit them to play with matches, knives, or other sharp objects, or with unsafe toys.

I will feed my charges only what mother specifies.

I will lock all outside doors after parents leave, and will not open them to strangers.

I will faithfully follow other instructions.

I will not entertain friends without the permission of my employers.

I am fully aware that a child's life is in my hands.

I will do all in my power to protect that life."

Master Copy for Learning Activity #4

INTERVIEWING A PARENT

ABOUT

BABYSITTING

1. How often do you use a babysitter?

2. Do you use the same babysitter or do you have different sitters?

3. What characteristics do you look for when hiring a babysitter?

4. What information do you provide when you leave your children with a babysitter?

REFERENCES ABOUT CHILDREN'S ACTIVITIES

Draper, Mary Wanda and Henry E. Draper, Caring for Children. Peoria, IL: Charles A. Bennett Company, 1979.

Ellis, Mary Jackson and Frances Lyons, Finger Playtime. Minneapolis, MN: T.S. Denison and Company, 1960.

Gordon, Ira J., Baby Learning Through Baby Play. New York, NY: St. Martin's Press, 1970

Osborn, D. Keith and Dorothy Haupt, Creative Activities for Young Children. Detroit, MI: The Merrill-Palmer Institute, 1964

Silverblatt, Iris M., Creative Activities. Cincinnati, OH: Creative Activities, 1964

Taylor, Barbara J., A Child Goes Forth. Provo, UT: Brigham Young University Press, 1973.

Taylor, Barbara J., When I Do, I Learn. Provo, UT: Brigham Young University Press, 1974.

ACTIVITIES FOR CHILDREN

1. Activities for Babies (Birth to Eighteen Months)

2. Activities for Toddlers (Eighteen Months to Three Years)

3. Activities for Preschoolers (Three Years through Five Years)

4. Activities for School Age Children (Six Years through Twelve Years)

THE BABYSITTER'S KIT

The babysitter's kit is a helpful item to have if you babysit frequently. It may be a folder, a group of folders, a portfolio, or a box, depending on your resources and how you want the kit organized.

When preparing a babysitter's kit, keep the following points in mind:
--Provide materials for a variety of ages of children. Have some ideas that will interest babies, toddlers, preschoolers, and school-age children.
--Check the safety of all of the items included in the kit.

The following list of items are suggestions of things to include in your babysitter's kit.

First aid and emergencies
(Keep out of the children's reach.)
--First aid cream
--Self-sticking bandages
--A first aid manual from the American Red Cross
--Flashlight
--Facial tissues

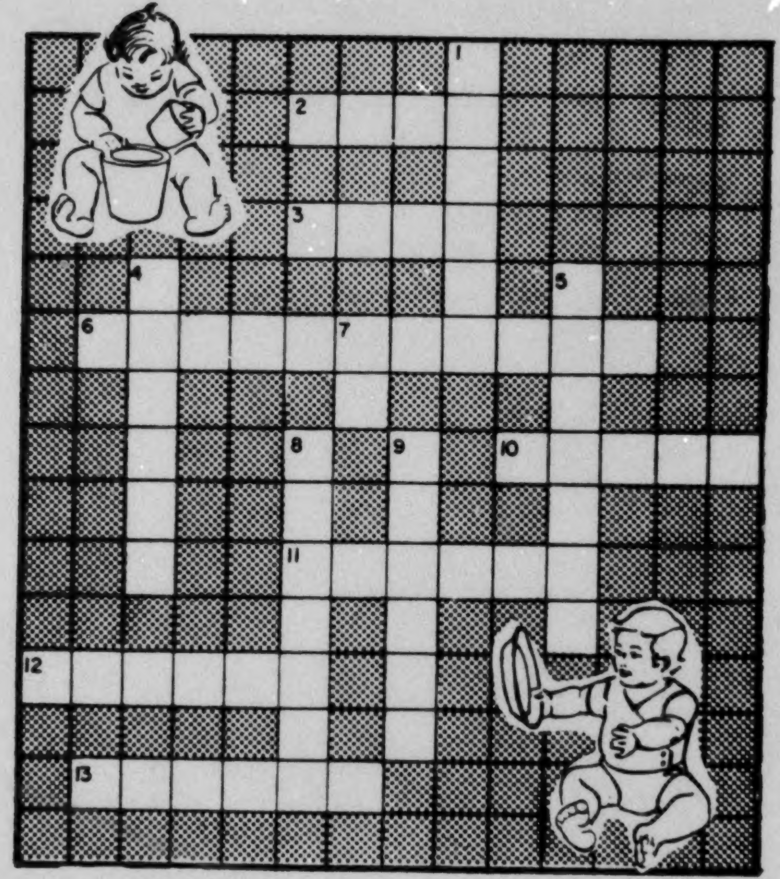
Play activities
--Songs
--Poems
--Stories
--Hand games

Play tools
--Hand puppet
--Beanbag
--Story book
--Harmonica
--Jigsaw puzzle
--Paper dolls
--Card game

Play supplies
--Paper, plain and construction
--Paste
--Crayons
--Blunt-pointed scissors
--Stapler
--Paper punch

Student Self-Check

THE BABYSITTING CROSSWORD PUZZLE


1
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13

THE BABYSITTER'S CHECKLIST

1. Child(ren)'s name(s) and age(s):

2. Where can the parents be reached?

3. When will the parents return?

4. Emergency telephone numbers:

Local emergency number ________________
Fire department number ________________
Police department number ________________
Poison Control Center number ________________
Neighbor's name and number ________________
Relative's name and number ________________
Doctor's name and number ________________
Other: ____________ ________________

5. Special care instruction's for the child(ren):

TV rules:

Mealtime:

Bedtime and sleeping arrangements:

Special habits and/or problems:

Check-Out Activity Sheet

BABYSITTING

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Complete the following fill-in-the-blank statements.

1. Babysitting provides an opportunity for teenagers to learn ____________ skills.

2. ____________ and ______________ of children are the primary reasons for hiring a babysitter.

3. Knowing what to expect of children at different ____________ will help the babysitter think ahead when considering a child's safety.

4. The babysitter should make business agreements ________________ starting a job.

5. Older children often ____________ having a babysitter.

6. _______________ depend completely on their caregivers for protection and care.

7. A babysitter should have important _____________ on hand in case of an emergency.

8. The parent-employer should provide the babysitter with _______________ for the care of their child or children.

9. __________________ is one of the most important jobs that a teenager can do.

10. Young children often __________ what they have been told. Frequent _______________ and watchfulness are necessary.

Check-Out Activity Sheet
ANSWERS
BABYSITTING

Directions: Complete the following fill-in-the-blank statements.

1. Babysitting provides an opportunity for teenagers to learn parenting skills.

2. Physical care and well-being (or safety and happiness) of children are the primary reasons for hiring a babysitter.

3. Knowing what to expect of children at different ages and stages of development will help the babysitter think ahead when considering a child's safety.

4. The babysitter should make business agreements before starting a job.

5. Older children often resent or don't like having a babysitter.

6. Infants and young children depend completely on their caregivers for protection and care.

7. A babysitter should have important telephone numbers on hand in case of an emergency.

8. The parent-employer should provide the babysitter with written instructions for the care of their child or children.

9. Babysitting is one of the most important jobs that a teenager can do.

10. Young children often forget what they have been told. Frequent reminders and watchfulness are necessary.

Evaluator's Final Checklist

BABYSITTING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )
OR			
When babysitting a child or children, the student:			
a. Made the business agreement in advance	( )	( )	( )
b. Arrived on time for the job	( )	( )	( )
c. Followed the parents' instructions for caring for the child or children	( )	( )	( )
d. Practiced appropriate safety precautions	( )	( )	( )
e. Gave time and attention to the care of the child or children	( )	( )	( )
f. Handled discipline problems appropriately	( )	( )	( )
g. Practiced good manners and ethics	( )	( )	( )

INTRODUCTION TO FIRST AID

CONTENTS OF MODULE

Student Information — Activity

TERMS TO KNOW 1
HANDLING AN EMERGENCY SITUATION 2
DRESSINGS AND BANDAGES. 6
APPLYING DRESSINGS AND BANDAGES 7

Student Self-Check

RULES FOR HANDLING AN EMERGENCY 4
ANSWERS 4

Evaluator's Final Checklist

INTRODUCTION TO FIRST AID 10

Check-Out Activity Sheet

HANDLING AN EMERGENCY . . . . 10 Instructor's
ANSWERS . . . . 10 Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: The steps of first aid treatment. 3

Guidance Associates, "First Aid: An Introduction," (one filmstrip and cassette tape and record).

RECOMMENDED REFERENCES

TOPIC: Equipping a first aid kit 5

American Red Cross: Family Health and Home Nursing, 1979 edition.

INTRODUCTION TO FIRST AID

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
1	After the students have read Student Information, TERMS TO KNOW, have a group discussion about each of the terms. Encourage the students to ask questions.		
2	Students may read more about the following topics in the reference listed:	ADDITIONAL REFERENCES	
	--Mouth-to-mouth resuscitation	American Red Cross, Family Health and Home Nursing, pp. 291-292.	
	--Cardiopulmonary resuscitation	American Red Cross, Family Health and Home Nursing, p. 338.	
	--Taking pulse	American Red Cross, Family Health and Home Nursing, pp. 393-395.	
	--First aid for severe bleeding	American Red Cross, Family Health and Home Nursing, pp. 289, 293, 295-298.	
	--Treating for shock	American Red Cross, Family Health and Home Nursing, pp. 303-304.	
	As a large group, discuss the steps of first aid treatment for an accident or sudden illness.		
3	View the filmstrip before using it in the classroom. After the students have viewed the filmstrip, have them make comments or ask questions pertaining to the information in the filmstrip. Discuss the steps of first aid treatment for an accident or sudden illness.	--Filmstrip projector --Cassette tape or record player --Projection screen --Filmstrip: "First Aid: An Introduction," (one filmstrip, one cassette, one record).	
4	Student Self-Check		
5	Display a fully-equipped first aid kit for the students to examine after they have read the reference.	RECOMMENDED REFERENCE American Red Cross: Family Health and Home Nursing, pp. 285-287.	

INTRODUCTION TO FIRST AID

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
5	For more information, have the student(s) read additional information.	--First aid kit (See the list of supplies for the first aid kit provided in this manual. ADDITIONAL REFERENCE American Red Cross, Standard First Aid and Personal Safety, Garden City, New York: Doubleday and Company, 1979.	
6	Display different types of dressings, bandages, and fasteners for the students to view.	--Dressings --Triangular bandage --Roller gauze bandage --Muslin binder --Elastic bandage --Adhesive bandage --Bandage compress --Safety pins --Tape --Clips	
7-8	Demonstrate applying dressings and bandages for each of the described procedures in the Student Information, APPLYING DRESSINGS AND BANDAGES. Divide the class into partners. Have each pair practice the procedures for applying dressings and bandages for each of the following injuries: --Injury to the forearm --Wound on the scalp --Wound on the forehead, ears, and eyes --Wound on the cheek --Wound on the elbow or knee --Wound on the calf of the leg --Wound on the palm of the hand --Wound on the ankle --Fingertip injury	Multiple sets of dressings and bandages	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
7-8	Be sure that each student learns to tie a square knot.		
9	FHA/HERO Have the student(s): --Survey the emergency resources within the community, i.e., the ambulance service, rescue squads (police or fire department), emergency room of hospital or clinic, trauma centers, and/or poison control center. Use the form in this manual.	Copies of the SURVEY OF EMERGENCY TRANSPORTATION RESOURCES WITH COMMUNITY in this manual.	
10	Objective (1): Provide a test for each student's check-out activity. You may use questions from the Check-Out Activity Sheet or you may make up questions. Answers to the questions on the Check-Out Activity Sheet are provided on p. of this manual.	(1) --Selected questions from the Check-Out Activity Sheet, HANDLING AN EMERGENCY in this manual.	
	Objective (2): Have each student prepare a first aid kit for check-out on this objective.	(2) --Storage box --Variety of medical supplies (See this manual for a list of first aid supplies.)	
	Objective (3): Have the students prepare for bandaging all of the injuries specified in the module. You may feel that the students need to check out on all of the types of bandage applications. However, this makes the	(3) --Prepared container --Slips of blank paper	

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
10	check-out a very long procedure. Write one of the following injuries on separate slips of paper. Put the slips of paper into a container. Have each student draw one or more slips of paper out of the container for his/her check out activity. Check the student's performance for the specified injuries.		
	--Injury to the forearm --Wound on the scalp or forehead --Wound on the forehead, ears, or eyes --Wound on the cheek or ear --Wound on the elbow or knee --Wound on the calf of the leg --Wound on the hand or wrist --Wound on the ankle --Fingertip wound	--Person --Dressings --Bandages, triangular and roller gauze --Fasteners --Scissors	
	Use the Evaluator's Final Checklist for checking each student's performance. You may want to refer to the Student Information, APPLYING DRESSINGS AND BANDAGES, Learning Activity 7, for the exact steps.	--A Master Copy of the Evaluator's Final Checklist is provided in this manual.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Teach family members how to apply dressings and bandages.

--Research one of the following careers: emergency medical technician, paramedic, Red Cross nurse, physician's assistant.

LIST OF FIRST AID SUPPLIES FOR A FIRST AID KIT

Suggested by the American Red Cross

A variety of dry, sterilized gauze squares in different sizes - 5.1, 7.6, and 10.2 centimeters (2, 3, and 4 inches)

Three gauze roller bandages - One 2.5 centimeters (1 inch), one 5.2 centimeters (2 inches), and one 7.6 centimeters (3 inches)

Two plain absorbent gauze pads - one 45.7 x 45.7 centimeters (18 x 18 inches) and one 61 x 182.9 centimeters (24 x 72 inches)

One eye dressing

Three triangular bandages

A packet of assorted adhesive dressings

A small roll of adhesive tape, 1.3 or 2.5 centimeters (1/2 - 1 inch) wide

A small pair of sharp scissors

A pair of tweezers

One tourniquet

Two clinical thermometers, one oral and one rectal, with cases

Tongue blades and wooden applicator sticks

A tube of petroleum jelly or other lubricant

Safety pins - large and small

Rubbing alcohol

Other:

Ice bag

Electric heating pad

Hot water bottle

A copy of the American Red Cross textbook, First Aid and Personal Safety, should be on hand.

SURVEY OF EMERGENCY TRANSPORTATION RESOURCES WITHIN COMMUNITY

1. Name of emergency vehicle service. ____

2. How many people work on the vehicle? ________________________

3. Are these persons at the emergency vehicle site while on duty? ____________

4. Does one person remain in the back with the victim? _____________

5. What emergency training do the ambulance workers have?

   Basic Life Support ________________
   Advanced Life Support ______________
   Medical Technician ________________
   Paramedic __________________________

6. What equipment is on the emergency vehicle? ________________________________

   ____

   ____

7. Are there boundaries which the vehicle will not cross? ______________

8. If there are boundaries, describe them. ______________________________________

   ____

9. Are there restrictions on the types of emergency, accident, or illness that the vehicle will respond to? __________________

10. If yes, list the restrictions. ____

    ____

11. Approximately how many calls does this vehicle average a day? ________________

12. Is there a back-up vehicle if one is on a call? ____________________?

13. Approximately how long would it take this vehicle to reach your house, then take you to the hospital? _____________________________

14. What is the cost of using this vehicle? _____________________________

Check-Out Activity Sheet

HANDLING AN EMERGENCY

* *

Directions to the Instructor:

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

A. Directions: Match the TERM with its correct DEFINITION. Place the letter of the definition in the blank to the left of the number of the word.

TERMS

___1. Sterile

___2. Disinfect

___3. Antiseptic

___4. Respiration

___5. Immobilize

___6. Resuscitation

a. The act of bringing back to full consciousness

b. To free from disease-causing microorganisms by a physical or a chemical means

c. To hold a part of the body firmly in place to prevent its movement

d. The process of breathing

e. A product which, if used properly, will prevent the growth or stop the development of microorganisms.

f. Free from germs.

B. Directions: Fill-in-the-blank with the correct word or words.

1. Often steps of temporary care must be taken to prevent a person from dying. These immediate steps of temporary care are called ______ ______.
2. When giving first aid treatment, you must keep __________.
3. Do not move an injured person unless it is necessary for __________.
4. After first aid is administered, a _________ should be called to give medical attention.
5. If you do not know or are unsure of what should be done, do ________.
6. If the person has stopped breathing, administer or have someone else administer ______________________.

7. If no pulse can be felt (indicating that the heart has stopped beating), a trained person needs to administer ______________________________.

8. A dressing is sometimes called a ____________.

9. Dressings should be __________ and __________.

10. A strip of woven material used to hold a dressing or a splint on the wound or injured area is a ____________.

11. The __________ bandage is the one often used in first aid.

12. The triangular bandage becomes a _________ bandage when it is folded to form a narrow strip that looks something like a necktie.

13. A ____ _____ is used as an emergency dressing or bandage to hold a dressing when there is a wound or an injury in the chest or abdominal area.

14. The two types of spiral are the __________ spiral and the ___________ spiral.

Check-Out Activity Sheet
ANSWERS
HANDLING AN EMERGENCY

* *

Directions to the Instructor:

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

A. Directions: Match the TERM with its correct DEFINITION. Place the letter of the definition in the blank to the left of the number of the word.

TERMS

f 1. Sterile
b 2. Disinfect
e 3. Antiseptic
d 4. Respiration
c 5. Immobilize
a 6. Resuscitation

a. The act of bringing back to full consciousness
b. To free from disease-causing microorganisms by a physical or a chemical means
c. To hold a part of the body firmly in place to prevent its movement
d. The process of breathing
e. A product which, if used properly, will prevent the growth or stop the development of microorganisms.
f. Free from germs.

B. Directions: Fill-in-the-blank with the correct word or words.

1. Often steps of temporary care must be taken to prevent a person from dying. These immediate steps of temporary care are called first aid.
2. When giving first aid treatment, you must keep calm.
3. Do not move an injured person unless it is necessary for safety.
4. After first aid is administered, a doctor or other medically qualified person should be called to give medical attention.
5. If you do not know or are unsure of what should be done, do nothing.
6. If the person has stopped breathing, administer or have someone else administer mouth-to-mouth resuscitation.

7. If no pulse can be felt (indicating that the heart has stopped beating), a trained person needs to administer cardiopulmonary resuscitation.

8. A dressing is sometimes called a compress.

9. Dressings should be sterile and absorbent.

10. A strip of woven material used to hold a dressing or a splint on the wound or injured area is a bandage.

11. The triangle bandage is the one often used in first aid.

12. The triangular bandage becomes a cravat bandage when it is folded to form a narrow strip that looks something like a necktie.

13. A muslin binder is used as an emergency dressing or bandage to hold a dressing when there is a wound or an injury in the chest or abdominal area.

14. The two types of spiral are the closed spiral and the open spiral.

Evaluator's Final Checklist

INTRODUCTION TO FIRST AID

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )
(2) When supplying a basic first aid kit, the student:			
a. Selected the necessary items for the first aid kit	( )	( )	( )
b. Organized the items to fit into the storage box	( )	( )	( )
c. Used sanitary techniques when handling the medical supplies	( )	( )	( )
(3) When applying dressings and bandages to a wound, the student:			
a. Chose the sterile dressing and bandage for the particular wound	( )	( )	( )
b. Applied the dressing	( )	( )	( )
c. Applied the bandage	( )	( )	( )
d. Fastened or tied the bandage in place	( )	( )	( )

TREATING COMMON SKIN PROBLEMS

CONTENTS OF MODULE

Student Information Activity

COMMON SKIN PROBLEMS 1

Student Self-Check

COMMON SKIN PROBLEMS CROSSWORD PUZZLE 2

ANSWERS 2

Evaluator's Final Checklist

TREATING COMMON SKIN PROBLEMS 4

Check Out Activity Sheet

COMMON SKIN PROBLEMS . . . . 4 Instructor's Manual

ANSWERS . . . . 4 Instructor's Manual

TREATING COMMON SKIN PROBLEMS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the students read more about common skin problems in one of the references listed. Discuss the information as a class or in small groups.	RECOMMENDED REFEENCE American Red Cross: Family Health and Home Nursing, pp. 53, 578, 579, 167, 533, 572-573, 408.	
2	Student Self-Check Provide a copy of the crossword puzzle, in this manual, for each student. or Use the COMMON SKIN PROBLEMS SEEK-AND-FIND PUZZLE, provided in this manual, as an alternate self-check.	—Master Copy of the Student Self-Check, COMMON SKIN PROBLEMS CROSSWORD PUZZLE. —Master Copy of COMMON SKIN PROBLEMS SEEK-AND-FIND PUZZLE.	
3	FHA/HERO Have the student(s): --Prepare and distribute a pamphlet on first aid for common skin problems. --Invite a dermatologist to speak at the chapter or sectional meeting about common skin problems.		
4	The Check-Out Activity can be given orally, especially for slow readers. Use questions from the Check-Out Activity Sheet for checking out the students, or make up your own questions. Answers are provided in this manual.	—Selected questions from Check-Out Activity Sheet, COMMON SKIN PROBLEMS.	

TREATING COMMON SKIN PROBLEMS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Use the Evaluator's Final Checklist for checking each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s):

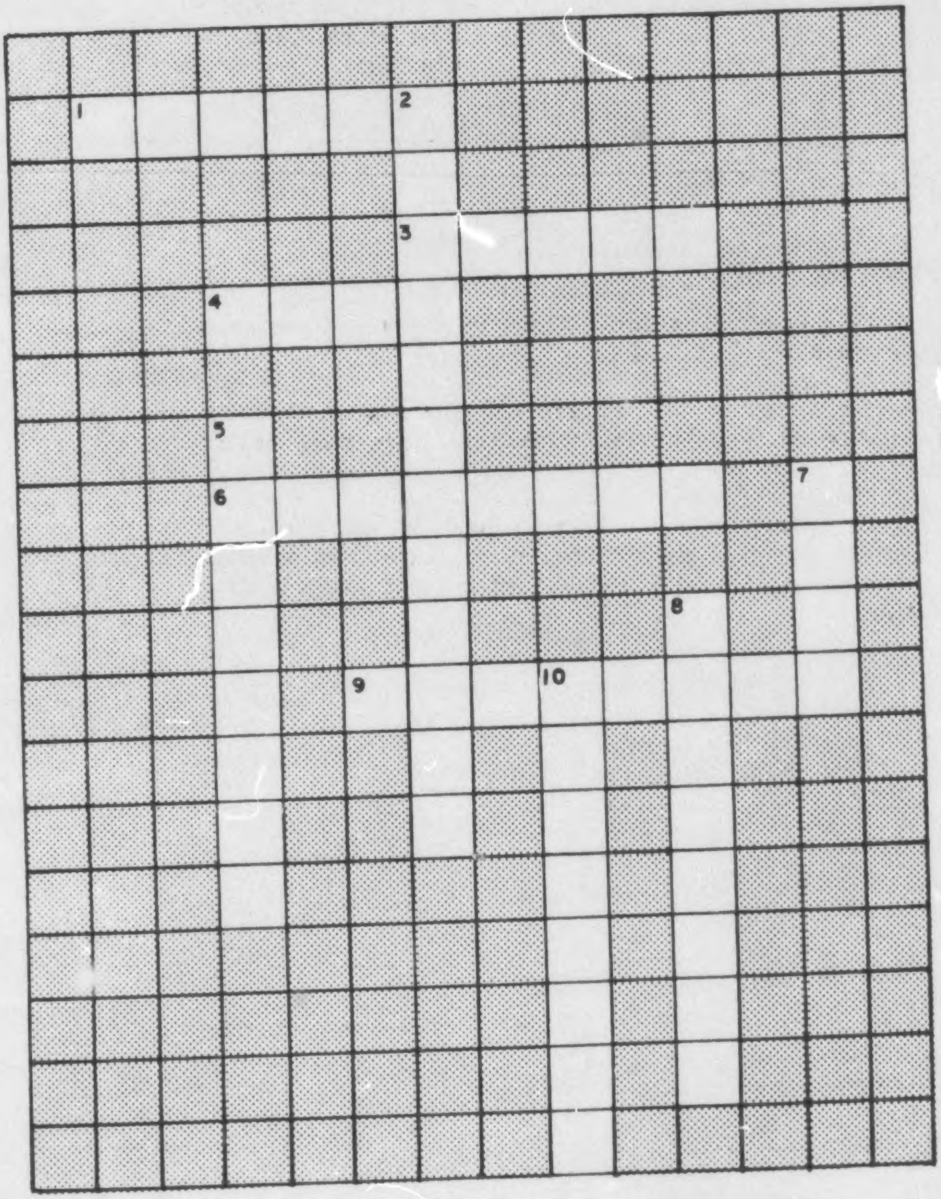
--Teach family members the correct treatment of common skin problems.

--Explore the career of a dermotologist by researching information or by an actual interview. Have them report their findings to you.

--Research articles on acne (or a problem of particular concern to them). Have them try to determine, through their research, the effectiveness of various drugs and/or treatment.

COMMON SKIN PROBLEMS

CROSSWORD PUZZLE


1
2
3
4
5
6
7
8
9
10

Master Copy for Learning Activity 2

COMMON SKIN PROBLEMS
SEEK-AND-FIND PUZZLE

Directions: Find the hidden words in the seek-and-find puzzle by using the clues below to help you. The words may be horizontal, vertical, or diagonal. They may read from right to left, left to right, top to bottom, or bottom to top. Some words may overlap. Find each answer in the puzzle and circle it. Then write the correct word in the answer blank to the left of the clue. Check your answers against those provided by your instructor.

Clues

_______________ 1. A skin condition appearing as oozing red patches on the elbows, wrists, knees, and eyes is called _______________.

_______________ 2. An itching skin problem that is usually due to an allergic reaction to medicines, certain foods, or other substances is called _______________.

_______________ 3. When a staphyloccoccus germ enters the skin along hair follicles, a _______________ may result.

_______________ 4. A bacterial infection which may occur on infected insect bites or other sores and spread from the skin surface into deeper tissues is called _______________.

_______________ 5. A _______________ is a result of a viral infection on the lip or inside the mouth. (Two words)

_______________ 6. A fungus infection occurring between the toes or on the soles of the feet due to exposure to contaminated floors and bathing facilities is _______________.

_______________ 7. A ringlike fungus that occurs on the skin is called _______________.

_______________ 8. A skin problem that is often related to adolescence or persons with oily skin is called _______________.

_______________ 9. _______________ _______________ is a fungus infection of the pubic area and, for the most part, affects males.

_______________ 10. A grayish-white scaling of the scalp which may be due to a germ infection or to poor diet, lack of rest, or nervous tension, is called _______________.

Alternate Student Self-Check
Page 2

COMMON SKIN PROBLEMS

SEEK AND FIND PUZZLE

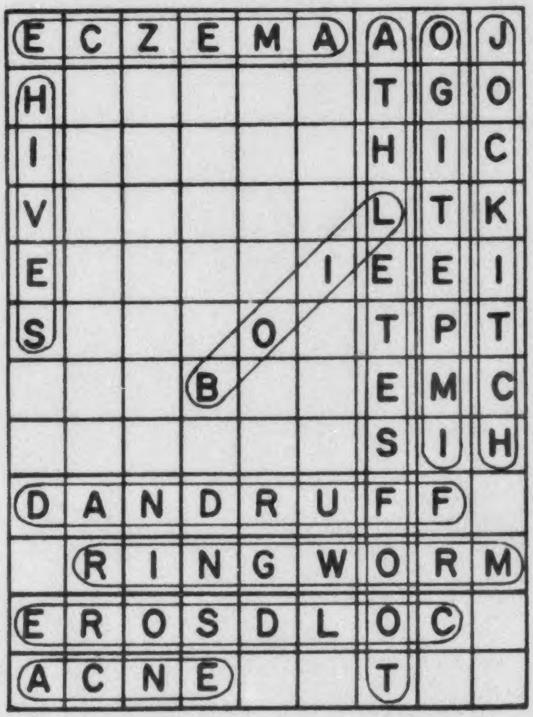
E	C	Z	E	M	A	A	O	J
H	A	B	C	D	E	T	G	O
I	F	G	H	I	J	H	I	C
V	K	L	M	I	N	L	T	K
E	O	P	K	Q	I	E	E	I
S	R	C	B	O	S	T	P	T
T	Q	U	B	V	W	E	M	C
J	Q	X	Y	Z	A	S	I	H
D	A	N	D	R	U	F	F	B
C	R	I	N	G	W	O	R	M
E	R	O	S	D	L	O	C	D
A	C	N	E	E	F	T	G	H

Answer Key for Learning Activity 2

Alternate Student Self-Check
Page 3

CLUES

1. Eczema
2. Hives
3. Boil
4. Impetigo
5. Cold sore
6. Athlete's food
7. Ringworm
8. Acne
9. Jock itch
10. Dandruff



E	C	Z	E	M	A	A	O	J
H						T	G	O
I						H	I	C
V						L	T	K
E					I	E	E	I
S				O		T	P	T
			B			E	M	C
						S	I	H
D	A	N	D	R	U	F	F	
	R	I	N	G	W	O	R	M
E	R	O	S	D	L	O	C	
A	C	N	E			T		

Check-Out Activity Sheet

COMMON SKIN PROBLEMS

* *

DIRECTIONS TO THE INSTRUCTOR:

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Make sure that the answers to the additional questions have been included in the Learning Activities.

* *

Directions: Answer the following questions.

1. What seems to be the cause of dandruff? What can be done to prevent and/or treat it?
2. Where does a person contact athlete's foot? What can be done to prevent and/or treat it?
3. Where can a person pick up ringworm? What can be done to treat it?
4. What are two possible causes of acne? What can be done to help prevent and/or treat it?
5. What causes boils? If a boil does not drain completely, what may have to be done?
6. What is the cause of impetigo? What are three symptoms of impetigo?
7. What causes cold sores and fever blisters? What is the first aid treatment?
8. Name two conditions to avoid if you have eczema.
9. What causes hives?
10. What causes jock itch? How should it be treated to get rid of it?

Check-Out Activity Sheet

ANSWERS

COMMON SKIN PROBLEMS

1. What seems to be the cause of dandruff? What can be done to prevent and/or treat it?

   Dandruff seems to be related to lack of sleep, excessive nervous strain, or improper diet. Improving eating and sleeping habits and using an anti-dandruff shampoo are ways to prevent and treat dandruff.

2. Where does a person contact athlete's foot? What can be done to prevent and/or treat it?

   Athlete's foot fungus is picked up from infected bath and shower facilities or floor areas. To prevent athlete's foot, wear shower shoes to protect feet from the fungus. To treat athlete's foot, wash between toes at least twice daily. Dry thoroughly and then apply an over-the-counter drug for athlete's foot between the toes. Repeat the procedure until toes are healed.

3. Where can a person pick up ringworm? What can be done to treat it?

   The ringworm fungus can be picked up from infected animals or people. To prevent ringworm infection, avoid using combs, clippers, hats, etc. belonging to other persons. To treat ringworm, apply an over-the-counter drug two to three times daily. Consult a doctor if this treatment is not effective.

4. What are two possible causes of acne? What can be done to help prevent and/or treat it?

   Acne is caused by a combination of problems, e.g., increased oil, plugging of the openings of the pores, accumulation of secretions and bacterial growth. To help prevent acne, avoid eating chocolates, nuts, and other foods that tend to make the problem worse. To treat acne, wash infected areas twice daily with an over-the-counter acne soap or cleansing gel. Apply an acne medicine. If the acne is severe, consult a doctor.

5. What causes boils? If a boil does not drain completely, what may have to be done?

   Boils are caused by a staphylococcus bacteria. If a boil does not drain completely, a doctor may have to lance the boil to drain it.

Check-Out Activity Sheet,

ANSWERS
COMMON SKIN PROBLEMS

Page 2

6. What is the cause of impetigo? What are three symptoms of impetigo?

   A bacteria (staphylocci or streptococi) causes impetigo. The symptoms of impetigo include:

   --Sore covered with a thick, yellow crust
   --Fever
   --Spreading over the skin surface
   --Has a discharge
   --Itching
   --May occur on infected insect bites or other sores

7. What causes cold sores and fever blisters? What is the first aid treatment?

   A virus causes cold sores and fever blisters. Apply an over-the-counter drug for the specified skin problem.

8. Name two conditions to avoid if you have eczema.

   --Avoid contact with soaps, chemicals, and other drying agents.
   --Avoid wearing rough clothing.
   --Avoid overheating.

9. What causes hives?

   Hives are usually caused from an allergic reaction to medicines, certain foods, or other substances.

10. What causes jock itch? How should it be treated to get rid of it?

    Jock itch is caused by a fungus. To treat jock itch, apply an over-the-counter powder to the area after bathing.

Evaluator's Final Checklist

TREATING COMMON SKIN PROBLEMS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

HANDLING MINOR EMERGENCIES

CONTENTS OF MODULE

Student Information **Activity**

FIRST AID FOR MINOR EMERGENCIES . . 1

Student Self-Check

MINOR EMERGENCIES 3
ANSWERS 3

Evaluator's Final Checklist

MINOR EMERGENCIES 5

Check-Out Activity Sheet

CASE SITUATIONS — MINOR EMERGENCIES 5

Instructor's Manual

HANDLING MINOR EMERGENCIES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1-2	Have the students discuss the Student Information, FIRST AID FOR MINOR EMERGENCIES, as a class or in small groups. Demonstrate the first aid treatment for the minor emergencies: --abrasions --minor cuts --bruises --puncture wounds --blisters --human and animal bites --nosebleed Divide the class into partners or small groups to simulate first aid for minor emergencies. Allow the students to use the Student Information in Learning Activity #1 as they practice.	--Soap and water --Clean washcloth --Sterile dressings and bandages --Ice pack or cold compress --Hot wet dressings or a heating pad --Person or doll --Multiple sets of the supplies and equipment listed above.	
3	Student Self-Check		
4	FHA/HERO Have the student(s): --Invite the county health or school nurse to come to a sectional FHA/HERO meeting to speak about minor emergencies and how to treat them. --Volunteer to work as a playground aid at the elementary school during study hall periods. Treat the children's minor emergencies.		

HANDLING MINOR EMERGENCIES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Objective (1): Provide a case situation for each student's check-out activity on simulating first aid treatment for a bruise.	Objective (1): —Person or doll —Ice pack or a cold compress —Soap and water —Clean washcloth —Sterile dressings/bandages —Hot wet dressings or a heating pad	
	Objective (2): Provide a case situation for each student's check-out activity on simulating first aid treatment for an abrasion or a minor cut.	Objective (2): —Person or doll —Soap and water —Clean washcloth —Sterile dressings/bandages	
	Objective (3): Provide a case situation for each student's check-out activity on simulating first aid treatment for a blister.	Objective (3): —Person or doll —Soap and water —Clean washcloth —Sterile dressings/bandages —Sterilized needle (for explanation of simulation only)	
	Objective (4): Provide a case situation for each student's check-out activity on simulating first aid treatment for a puncture wound.	Objective (4): —Person or doll —Soap and water —Clean washcloth —Sterile dressings/bandages	
	Objective (5): Provide a case situation for each student's check-out activity on simulating first aid treatment for an animal or human bite.	Objective (5): —Person or doll —Soap and water —Clean washcloth —Sterile dressings/bandages	
	Objective (6): Provide a case situation for each student's check-out activity on simulating first aid treatment for a nosebleed.	Objective (6): —Person or doll	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	From the above Objectives, you may choose case situations from the Check-Out Activity Sheet, or you may make up case situations.	—Master Copy of the Check-Out Activity Sheet, CASE SITUATIONS—MINOR EMERGENCIES.	
	You may choose to check students out during the practice session, Learning Activity #2. If you do this, the student must simulate first aid without the use of notes or references.		
	During the check-out the student must tell, as well as demonstrate, first aid treatment for each minor emergency.		
	Use the Evaluator's Final Checklist to check each student's performance.	—Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Teach a family member the first aid treatment for minor emergencies.

--Help the school nurse administer first aid for minor emergencies during study hall periods

--Research one of the following careers: school nurse, health educator.

Check-Out Activity Sheet

CASE SITUATIONS — MINOR EMERGENCIES

****

Directions to the Instructor:
Choose case situations from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent situations that are not in this listing. Be sure that the case situations relate directly to the Learning Activities provided in the module.

****

1. Your mother ran into the corner of the base of the bed and has a bruise on her shin. Administer first aid.

2. You cut your finger while opening a can of vegetables. Administer first aid.

3. Your brother came back from a day hike with blisters on his feet. Some were broken and some were not. Administer first aid.

4. John stepped on a nail in the tool shop. Administer first aid.

5. Four-year-old Billy bit Sue on the arm. Administer first aid.

6. Sue was walking down the street when a strange dog ran out and bit her on the ankle. Administer first aid.

7. After football practice, Jeff's nose began to bleed. Administer first aid.

Evaluator's Final Checklist

HANDLING MINOR EMERGENCIES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) When simulating first aid for a bruise, the student:			
a. Washed hands	( )	( )	( )
b. Applied an ice pack or a cold compress for half an hour or longer	( )	( )	( )
c. Treated the broken skin	( )	( )	( )
d. Determined if a doctor should be consulted	( )	( )	( )
e. Rested the injured part	( )	( )	( )
f. Applied hot dressings or a heating pad after 24 hours	( )	( )	( )
(2) When simulating first aid for an abrasion or a minor cut, the student:			
a. Washed hands	( )	( )	( )
b. Washed the wound with mild soap and water	( )	( )	( )
c. Applied a sterile dressing and bandage, if appropriate	( )	( )	( )
d. Changed the dressing as necessary	( )	( )	( )
e. Consulted a doctor if necessary.	( )	( )	( )
(3) When simulating first aid for a blister, the student:			
a. Washed hands	( )	( )	( )
b. Washed the blister and the area surrounding it with soap and water.	( )	( )	( )
c. Covered the blister with a sterile dressing and bandage.	( )	( )	( )
d. Punctured the blister and drained it if necessary	( )	( )	( )
e. Determined if a doctor should be consulted	( )	( )	( )

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(4) When simulating first aid for a puncture wound, the student:			
a. Washed hands	( )	( )	( )
b. Cleaned the wound with soap and water	( )	( )	( )
c. Checked the wound for foreign objects	( )	( )	( )
d. Allowed the wound to bleed	( )	( )	( )
e. Consulted a doctor about a tetanus shot and/or foreign bodies in the wound	( )	( )	( )
(5) When simulating first aid for an animal bite or a human bite, the student:			
a. Washed hands	( )	( )	( )
b. Washed the wound with a mild soap and water	( )	( )	( )
c. Applied a sterile gauze compress, then bandaged loosely	( )	( )	( )
d. Consulted the doctor for further treatment	( )	( )	( )
e. Reported the incident to the appropriate health or security persons	( )	( )	( )
(6) When simulating first aid for a nosebleed, the student:			
a. Washed hands	( )	( )	( )
b. Positioned the person appropriately.	( )	( )	( )
c. Applied gentle pressure by squeezing nostrils	( )	( )	( )
d. Consulted a doctor if necessary	( )	( )	( )
e. Applied an ice pack to the back of neck if necessary and appropriate	( )	( )	( )

MAJOR EMERGENCIES RELATED TO ACCIDENTS

CONTENTS OF MODULE

Student Information — Activity

TREATING SHOCK 1
REMOVING FOREIGN BODIES FROM THE THROAT AND/OR AIR PASSAGE 3
ELECTRICAL SHOCK 11

Student Self-Check

MAJOR EMERGENCIES RELATED TO ACCIDENTS . . . 12
ANSWERS 12

Evaluator's Final Checklist

MAJOR EMERGENCIES RELATED TO ACCIDENTS . . . 14

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Bleeding and wounds 9
Guidance Associates, "First Aid: Bleeding and Wounds," (one filmstrip with record and cassette).

RECOMMENDED REFERENCES

Topic: Shock 1
American Red Cross, Family Health and Home Nursing, 1979 edition.

Topic: Foreign bodies in the throat and/or air passage 3
American Red Cross, Family Health and Home Nursing, 1979 edition.

Topic: Administering mouth-to-mouth resuscitation 5
American Red Cross, Family Health and Home Nursing, 1979 edition.

Topic: First aid treatment for severe bleeding 8
American Red Cross, Family Health and Home Nursing, 1979 edition.

MAJOR EMERGENCIES RELATED TO ACCIDENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	After the students have researched and answered the questions in the Student Information, TREATING SHOCK, discuss them as a class. Have the students check their answers against those provided in this manual.	RECOMMENDED REFERENCE American Red Cross: Family Health and Home Nursing, pp. 301-304.	
2	Divide the class into partners or small groups to roleplay treating an injured victim for shock. Observe the procedures and ask the students questions about treating shock. NOTE: You may decide to combine Learning Activities #2, #4, #6, #10, and #11 into a simulation lab period after the students have completed all of the other learning activities. You may check students out on the competencies at the end of this session.	--Person or doll (adult size) --Blanket or light clothing	
3	Discuss the answers to the Student Information, REMOVING FOREIGN BODIES FROM THE THROAT AND/OR AIR PASSAGE. Check the student's answers against those provided in this manual.	RECOMMENDED REFERENCE American Red Cross: Family Health and Home Nursing, pp. 311-319.	
4	Demonstrate the removal of an object obstructing the throat and/or air passage of an adult and of an infant by the following techniques:	--Doll, adult-size --Doll, infant-size OR	

MAJOR EMERGENCIES RELATED TO ACCIDENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	--sharp blows --abdominal thrust --chest thrust --manual removal Divide the students into small groups to simulate the removal of a foreign object from the throat and/or air passage of a choking victim. Observe and critique their competence.	--Allow students to roleplay, if preferred	
5		RECOMMENDED REFERENCE American Red Cross: Family Health and Home Nursing, pp. 291-293.	
6	Demonstrate mouth-to-mouth resuscitation for an adult and for an infant. Divide the class into partners to practice mouth-to-mouth respiration using an infant-sized and an adult-sized doll, (or the other partner, if preferred).	--Doll, adult-size --Doll, infant-size OR --Person (According to the number of partners, you will need a doll for each pair. They can trade infant doll for adult doll or vice versa.)	
7	Invite a trained person to talk to the class and demonstrate CPR. Also, have the person tell the students how and where to enroll in a CPR class.		
8		RECOMMENDED REFERENCE American Red Cross: Family Health and Home Nursing, pp. 295-297.	

MAJOR EMERGENCIES RELATED TO ACCIDENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9	Have the entire class view a filmstrip about bleeding and wounds. Discuss the information in the filmstrip.	--Filmstrip projector --Cassette tape or record player --Projector screen --Filmstrip "First Aid: Bleeding and Wounds," (one filmstrip with record or cassette tape).	
10	Demonstrate first aid for severe bleeding. Divide the class into partners and let them simulate first aid for severe bleeding.	--Person or doll --Dressing (compress) --Bandage for tourniquet	
11	After the students have read Student Information, ELECTRICAL SHOCK, divide the students into small groups and let them roleplay first aid for electrical shock.	--Person or doll --Wooden poles --Long strip of cloth or rope	
12	Student Self-Check		
13	FHA/HERO Have the student(s): --Make posters that tell the step-by-step procedure of first aid for choking, mouth-to-mouth resuscitation, shock, and/or severe bleeding. Display the posters on bulletin boards around the school. FOR EXAMPLE, the poster on choking could be displayed on a bulletin board in the school cafeteria.		

MAJOR EMERGENCIES RELATED TO ACCIDENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
14	Objective (1) Provide a case situation for the student(s) to check out on simulating mouth-to-mouth resuscitation.	Objective (1) —Person or doll (adult size)	
	Objective (2) Provide a case situation for the student(s) to check out on simulating removing the object from the throat and/or air passage of a choking person.	Objective (2) —Person or doll (adult size and/or infant size)	
	Objective (3) Provide supplies and a case situation for the student(s) to check out on simulating first aid treatment for a person who has severe bleeding and is going into shock.	Objective (3) —Person or doll (adult size and/or infant size)	
	Objective (4) Provide a case situation for the student(s) to check out on simulating first aid treatment for a person who has come in contact with an electrical source.	Objective (4) —Person or doll adult size and/or infant size) —Wooden poles —Long strip of cloth or rope	
	Use the Evaluator's Final Checklist to check each student's performance.	—Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) tc:

--Take a course of training in cardiopulmonary resuscitation (CPR).

--Instruct family members in the first aid procedures for any of the following: choking, shock, mouth-to-mouth respiration, severe bleeding, and electrical shock.

--Research one of the following careers: emergency medical technician, nurse, doctor, CPR instructor, paramedic.

Student Information

ANSWERS

TREATING SHOCK

1. What is shock?
   Shock is a condition of the body in which the normal blood supply to the vital organs is reduced and causes them to have reduced functioning.

2. When may shock occur?
   --after a severe injury
   --when there is a lack of oxygen
   --when there is hemorrhaging
   --when there is a loss of body fluids other than blood (vomiting, diarrhea, burns)
   --when a person is poisoned by food or chemicals
   --when there is intense pain
   --as a result of sudden illness, such as heart attacks or strokes.

3. List the signs of shock.
   --The skin, mucous membrane inside the mouth or eyelids and the nail beds may be pale or bluish in color.
   --The skin may be clammy (cold and moist).
   --There may be rapid, but weak, pulse.
   --There is shallow or very deep breathing.
   --The breathing may be irregular and increased.
   --The person may be restless and nervous, but at the same time weak and dizzy.
   --The person may be very thirsty.
   --The person may be nauseous and may vomit.
   --The pupils of the eyes will dialate as the person's condition worsens.
   --In the advanced stages of shock, the person's skin will have a spotted appearance.

4. Is shock a serious condition? Why or why not?
   Yes, if a person suffering from advanced stages of shock is not treated promptly, he/she will become unconscious, the body temperature will drop, and the person will die.

5. What are the steps of first aid treatment for shock?
   1. Seek medical help immediately.
   2. Keep calm. Reassure the person.
   3. Loosen the person's clothing and cover him/her lightly.
   4. Position the person as follows:
      --If unconscious, place person on his/her side.
      --If head injury or having breathing problems, slightly raise person's head and shoulders.
      --If a stomach injury, position person on his/her back.
      --Some person's feel better when the feet are elevated (raised) 20.3 - 30.5 cm (eight to twelve inches) as they lie flat on their backs.
      --If in doubt, keep the person lying flat.

6. When should fluids be given?
   --If medical care is delayed for over an hour and the person is conscious and not convulsing or vomiting, give fluids.

7. When should fluids not be given?
   --When medical help will be available within the hour
   --When the person is unconscious
   --When the person is convulsing
   --When the person is vomiting
   --When the person needs surgery
   --When the person has a brain or stomach injury

8. What kind of fluids are administered for shock?
   A salt-soda solution

Student Information

ANSWERS

REMOVING FOREIGN BODIES IN THE THROAT AND/OR AIR PASSAGES

1. What are signs of choking?
   --person who has been eating is unable to speak, cough, or breathe
   --person's face is turning blue
   --person clutches his/her throat

2. What are the immediate steps of first aid for a person who is choking?
   --Stand slightly behind and to the side of the person positioning his/her head lower than or level with his/her chest?
   --If the person is standing or sitting, place one of your hands on the person's chest for support and hit person between shoulder blades over his/her spine rapidly four times with the heel of your free hand.
   --If the person is lying down, kneel and roll him/her on side toward you and against your knees. Hit four sharp blows between shoulder blades over his/her spine with the heel of your hand.
   --If the person is an infant or child, place the child face and head down on your forearm and hit four sharp blows between the shoulder blades over his/her spine with the heel of your hand.
   --If the foreign object is not removed, proceed immediately to one of the following manual thrusts.
   --Abdominal thrust when the person is standing or sitting:
     (a) Stand behind the person with your arms around his/her waist. Clasp one hand over the other.
     (b) Place the thumb side of your inside hand against the person's abdomen. The palm of the hand will be down.
     (c) Exert a quick upward thrust (push).
   --Abdominal thrust when the person is lying down:
     (a) Position the person on his/her back. Kneel beside or astride him/her.
     (b) Place the heel of one of your hands in the center of the person's abdomen slightly above the navel and below the rib cage. Place your other hand on top of the positioned one.
     (c) Press toward the diaphragm with a quick upward thrust (push).
     (d) Repeat the thrust four times if necessary.
   --Chest thrust when the person is standing or sitting:
     (a) Stand behind the person with your arms wrapped around his/her chest. Clasp one hand over the other.
     (b) Place the thumb side of your inside hand on the person's breastbone, approximately three fingers width up from the lower tip of the breastbone. The palm of the hand will be down.
     (c) With your inside hand positioned and your outer hand over it, exert a quick backward thrust (push).
   --Chest thrust when the person lying down:
     (a) Position the person on his/her back. Stand on your knees close to his/her side.
     (b) Place the heel of one of your hands on the breastbone approximately three fingers widths up from the tip of the breastbone. Place your other hand on top of the positioned one.

(c) Exert a push down with your arms and shoulder straight.
Caution: Care must be taken not to injure the ends of the person's ribs where they join the breastbone.

--Manual removal when the person is unconscious:

(a) Grasp both the tongue and lower jaw between your thumb and fingers; lift.
(b) Sweep around inside of cheek and deeply into the throat with the index finger of your free hand.
(c) Hook onto the object and bring it up into the mouth for removal.

3. When would you use the chest thrust method for removing a foreign object from a choking person?
--When the person is excessively fat or is in the advanced months of pregnancy, the chest thrust method is used because the first aid giver cannot reach around the choking person's abdomen for the abdominal thrust method.

Evaluator's Final Checklist

MAJOR EMERGENCIES RELATED TO ACCIDENTS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) When simulating mouth-to-mouth resuscitation, the student:			
a. Positioned the person's head so that the chin jutted up	( )	( )	( )
b. Observed the person's breathing	( )	( )	( )
c. Pinched the person's nose shut	( )	( )	( )
d. Administered artificial breathing	( )	( )	( )
e. Again observed person's breathing	( )	( )	( )
f. Repeated the artificial breathing cycle until person was revived or until medical help arrived	( )	( )	( )
(2) When simulating the removal of a foreign object from a person's throat and/or air passage, the student:			
a. Positioned self and victim for the manual blow or thrust	( )	( )	( )
b. Administered manual blows or thrusts to remove the foreign object	( )	( )	( )
c. Removed the foreign object with the fingers if the object hung in the throat or mouth and did not dislodge with the manual blow or thrust	( )	( )	( )
(3) When simulating first aid treatment for severe bleeding and shock, the student:			
a. Applied direct pressure by hand with a clean dressing over the wound	( )	( )	( )
b. Raised the open wound of the hand, neck, arm, or leg above the level of the heart if appropriate	( )	( )	( )

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
c.	Applied pressure against the arterial pressure points if appropriate	( )	( )	( )
d.	Applied a tourniquet in the event of massive hemorrhaging that could not be controlled in any other way	( )	( )	( )
(4)	When giving first aid treatment for electrical shock, the student:			
a.	Disconnected the electrical source	( )	( )	( )
b.	Checked the person's breathing	( )	( )	( )
c.	Administered mouth-to-mouth resuscitation if necessary	( )	( )	( )
d.	Sought medical help immediately	( )	( )	( )
e.	Checked the pulse	( )	( )	( )
f.	Had cardiopulmonary resuscitaiton administered, if necessary and if a trained person was available	( )	( )	( )
g.	Covered burns with sterile dressings	( )	( )	( )
h.	Treated the person for shock	( )	( )	( )

TREATING BURNS AND OTHER ILL EFFECTS OF EXTREME HEAT AND COLD

CONTENTS OF MODULE

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BURNS AND OTHER ILL EFFECTS OF EXTREME HEAT AND COLD 1

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TREATING BURNS AND OTHER ILL EFFECTS OF EXTREME HEAT AND COLD 11

Check-Out Activity Sheet

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RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Burns and other ill effects of extreme heat and cold 2
Guidance Associates, "Burns, Poisons, Exposure," (one filmstrip, record and cassette tape).

RECOMMENDED REFERENCE

Topic: First aid treatment for burns and sunburn 3
American Red Cross, Family Health and Home Nursing, 1979 edition.

Topic: First aid treatment for heat exhaustion, heat cramps, and heat stroke. 5
American Red Cross, Family Health and Home Nursing, 1979 edition.

Topic: First aid treatment for frostbite and exposure to cold 7
American Red Cross, Family Health and Home Nursing, 1979 edition.

TREATING BURNS AND OTHER ILL EFFECTS OF EXTREME HEAT AND COLD

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the student discuss Student Information, BURNS AND OTHER ILL EFFECTS OF EXTREME HEAT AND COLD, as a large group.		
2	Show a filmstrip or part of a filmstrip about burns and other ill effects of extreme heat and cold. Discuss the filmstrip as a large class.	--Filmstrip projector --Projection screen --Record or cassette tape player --Filmstrip: "Burns, Poisons, Exposure," (one filmstrip, one record, and cassette tape).	
3	Have the students discuss the reading in a small or large group.	RECOMMENDED REFERENCE American Red Cross: Family Health and Home Nursing, pp. 305-309.	
4	Divide the class into partners or small groups to simulate first aid for burns. Allow the student to use the reference provided in Learning Activity #3. Demonstrate the first aid procedures for each type of burn before the students practice.	--Person or doll --Sterile bandage --Sterile gauze --Ice pack or cold compress --Salt --Baking soda --Water --First aid reference	
5	Have the students discuss the reading in a small or a large group.	RECOMMENDED REFERENCE American Red Cross: Family Health and Home Nursing, pp. 320-322.	
6	Divide the class into partners or small groups to simulate first aid for heat exhaustion, heat cramp, and heat stroke.	--Person or doll --Cool, wet cloths --Rubbing alcohol --Electric fan --Pillow --Salt water --Ice packs --First aid reference	

TREATING BURNS AND OTHER ILL EFFECTS OF EXTREME HEAT AND COLD

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Allow the students to use the reference provided in Learning Activity #5. Demonstrate the first aid procedures for each.		
7	Have the students discuss the reading in a small or a large group.	RECOMMENDED REFERENCE American Red Cross: Family Health and Home Nursing, pp. 322-323.	
8	Divide the class into partners or small groups to simulate first aid for frostbite and exposure to cold. Allow the students to use the reference provided in Learning Activity #7. Demonstrate the first aid procedures for each before the students practice.	—Person or doll —Blankets —Warm, non-alcoholic beverage —Warm water —Sheet --Sterile gauze —Baking soda —Salt —First aid reference	
9	Instead of doing the Student Self-Check, IDENTIFYING DEGREES OF BURNS AND OTHER ILL EFFECTS OF EXTREME HEAT AND COLD, or in addition to it, have each student write down a situation (burns and ill effects of heat and cold) requiring first aid. Combine in a box, then let each student draw one out, identify the problem, and tell the proper first aid treatment.		

TREATING BURNS AND OTHER ILL EFFECTS OF EXTREME HEAT AND COLD

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
10	FHA/HERO Have the student(s): --Invite a speaker from a hospital specializing in the treatment of burns to talk at a FHA/HERO section or chapter meeting.		
11	Objective (1) Provide a case situation in which persons are suffering from 1st, 2nd, and 3rd degree burns and access to first aid supplies for each student's check-out activity of identifying the burn and simulating first aid treatment.	Objective (1) —Person or doll —Sterile bandage —Sterile gauze —Ice pack or cold compress —Salt —Baking soda —Water	
	Objective (2) Provide a case situation in which a person shows effects of excessive heat and access to first aid supplies for each student's check-out activity of identifying the problem and simulating first aid treatment.	Objective (2) —Person or doll —Cool, wet cloths —Rubbing alcohol —Electric fan —Pillow —Salt water —Ice packs	
	Objective (3) Provide a case situation in which a person suffers from frostbite and access to first aid supplies for each student's check-out on administering first aid treatment.	Objective (3) —Person or doll —Blankets —Warm, non-alcoholic beverage —Warm water —Sheet —Sterile gauze —Baking soda —Salt	
	Use the Evaluator's Final Checklist for checking each student's performance.	—Master Copy of the Evaluator's Final Checklist.	

TREATING BURNS AND OTHER ILL EFFECTS OF EXTREME HEAT AND COLD

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Prepare a bulletin board on "First Aid for Burns and Ill Effects of Heat and Cold."

--Make a first aid notebook for the family medicine cabinet or first aid kit. Have them include a section on treating burns and other ill effects of extreme heat and cold.

--Plan fire drills in their own homes as a preventive of accidental burns.

Check-Out Activity Sheet

CASE SITUATIONS

****

Directions to the Instructor: Choose case situations from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent situations that are not in this listing. Be sure that the case situations relate to the Learning Activities provided in the module.

****

1. A family member has a burn that is red, slightly swollen and painful. It was a result of sun, scalding by a hot liquid or steam, light contact with a hot object. Identify the burn and administer first aid.

   (Indicate one situation by circling one of the causes listed in parentheses.)

2. John has a burn that is red or mottled looking, has blisters, is painful and has a wet appearance on the skin surface. It is a result of severe sunburn, contact with a hot liquid, or flash burns from gasoline or kerosene. Identify the burn and administer first aid.

   (Indicate one situation by circling one of the causes listed in parentheses.)

3. Jane has a burn that has a white or charred appearance. It was a result from a flane, burning clothing, very hot water, contact with hot objects, or electricity. Identify the burn and administer first aid.

   (Indicate the situation by circling one of the causes listed in parentheses.)

4. While watching the parade in the hot July 4th sun, an elderly woman fainted. Her skin was dry and hot and her pulse was very rapid. Identify her problem and administer first aid.

5. A man had worked in the yard all day in the sun. He suddenly felt cramps in his leg. He felt weak, and collapsed. Identify his problem and administer first aid.

6. Mother had been working in the flower garden all afternoon. When she came into the house, she was pale, perspiring and said that she was dizzy, had a headache, and was sick to her stomach. Identify her problem and administer first aid.

7. While working in the chemistry lab, Jeremy accidentally got a chemical in his eye. Administer first aid.

* * *

Directions to the Instructor: The following messages could be tape recorded or printed on a ditto and titled, "Messages from Camp." Have students analyze each situation, identify the problem and simulate first aid treatment to check out of the module.

* * *

8. Dear Mom,

We had a close call last night in the camp kitchen. A big pot of hot coffee was knocked over. The cook was in front of it and it spilled on his arm and leg. His skin was an ugly red and blisters started to form. Two servers were splattered but they were lucky to have only red patches on their skin.

A camper ran in to help. In all the excitement her jacket brushed against the stove burner and caught fire. The fabric melted and had stuck to her arm before I was able to get the fire out.

I'm sure glad I took that first aid course before I came here as a counselor!

Love,

Jim

P.S. That little bit of pink sunburn I got yesterday seems like nothing.

9. Dear Sue,

The man who lives across the road from camp came home from vacation yesterday. His grass was tall so he got busy moving first thing this morning.

It got hotter and hotter. He just kept mowing. In fact, he didn't even stop for lunch or for something to drink.

As he was putting his mower away I heard him make a noise and then double over, grabbing his stomach. I rushed over and found him lying in the grass. He was very pale and his skin felt clammy. He said he felt dizzy and weak.

I was sure glad I could tell what was wrong with him and could give him first aid!

Never a dull moment here!

Love,

Jim

10. Dear Dad,

You will never believe the story we heard tonight! A man who takes mountain climbing expeditions spoke to our campers.

He was training a group of beginners when suddenly the weather turned bitter cold and the wind made climbing extremely difficult. One of the climbers had not come too well prepared for the cold, but said nothing.

That evening in camp our speaker was checking his group when he found that the unprepared climber had two completely numb fingers. As he discovered the problem, another climber was pouring water as hot as he could find over the fingers and then rubbing them briskly with a towel.

Needless to say, the unprepared climber lost two fingers. I think the campers realized that it is important to be prepared for activities you choose and also to know what to do in an emergency.

Love,

Jim

Check-Out Activity Sheet

ANSWERS

CASE SITUATIONS

1. First aid treatment for a first degree burn due to sun rays, scalding with a hot liquid or steam, or light contact with a hot object:
    a. Immerse the burned area in cold water or apply cold, wet dressings.
    b. Apply a dry, sterile dressing if the area needs to be protected.
    c. Treat for shock by elevating the burned area.

2. First aid treatment for a second degree burn due to severe sunburn, contact with a hot liquid, or flash burns:
    a. Immerse the burned area in cold water if the blisters are not open or apply cold, wet dressings.
    b. Gently pat area dry with a piece of sterile gauze.
    c. Apply a dry, sterile dressing.
    Caution: DO NOT remove burned tissue or open blisters.
    d. Treat for shock by raising the burned area if possible.
    e. Consult a doctor for further treatment.

3. First aid treatment for third degree burns resulting from contact with a flame, burning clothing, very hot water, or contact with hot objects or electricity:
    a. Apply a thick, sterile, dry dressing and bandage.
    Caution: DO NOT immerse in cold water. DO NOT apply burn ointments, sprays, etc.
    b. Treat for shock by elevating the burned area, if possible.
    c. Seek medical help immediately.
    d. Arrange for emergency transport to hospital.
    e. Observe victim for difficulty in breathing.

4. First aid treatment for heat stroke:
    a. Bathe the victim's skin with cool water or rubbing alcohol or apply a cold wet dressing until his/her temperature is lowered.
    b. If available, turn on the air conditioning or fans to speed the cooling of the victim.
    c. Repeat steps a. and b. if the victim's temperature begins to go up again.
    d. Do not give the victim stimulating beverages, e.g., coffee or tea.
    e. Consult the doctor immediately.

5. First aid treatment for heat cramps:
    a. Give the person sips of salt water for about one hour.
    b. Gently massage the muscles to relieve spasms and cramps.

6. First aid treatment for heat exhaustion:
    a. Move the victim to an air conditioned or cool area, but guard against chilling.
    b. Loosen clothing.
    c. Apply cool, wet dressings.
    d. Treat for shock by elevating feet.
    e. Give the victim sips of diluted salt water (5 grams [1 t.] per 1 liter [1 qt.] of water).
    f. Consult a doctor immediately.

7. First aid treatment for a chemical burn:
   a. Wash away chemicals from the affected part with large amounts of water for five minutes.
   b. Remove clothing from the area.
   c. Apply a sterile, dry dressing.
   d. Seek medical help at once.

8. The cook suffered a second degree burn. See first aid procedures in #2.

   Servers suffered first degree burns. See first aid procedures in #1.

   The camper possibly suffered a third degree burn. See first aid procedures in #3.

   Jim suffered sunburn. See first aid procedures in #1.

9. Heat cramp and heat exhaustion. See first aid procedures in #5 and #6.

10. First aid treatment for frostbite:
    a. Move the victim indoors immediately.
    b. Cover with blankets or extra clothing.
    c. Give the victim sips of a warm, non-alcoholic beverage.
    d. Immerse the frostbitten area in lukewarm water.
       Caution: Do NOT rub the frostbitten area.
    e. Have the victim try to move the frostbitten parts after the parts have warmed.
       Caution: Do NOT let a person walk if the feet have been frostbitten.
       If the fingers or toes have been frostbitten, place a piece of dry, sterile gauze between each.
    f. Treat for shock by elevating the affected area.
    g. Seek medical help immediately.

COMMUNICATING IN INTERPERSONAL RELATIONSHIPS

NOTE TO THE INSTRUCTOR: Read through the module and the suggested activities in the Instructor's Guide Sheets to determine the amount of time that you want your students to spend on this module. You may want to omit some of the activities or substitute activities.

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COMMUNICATION WITH OTHERS 3
NONVERBAL COMMUNICATIONS. 5
LEARNING COMMUNICATION SKILLS 6

Student Self-Check

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Check-Out Activity Sheet

COMMUNICATION . . . . 10 Instructor's Manual
ANSWERS . . . . 10 Instructor's Manual

RECOMMENDED REFERENCES

TOPIC: Communication with others 3

Sasse: Person to Person, 1978 edition.

COMMUNICATING IN INTERPERSONAL RELATIONSHIPS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board, or have students construct one.	Bulletin board supplies	
1	Have the students read and study the Student Information carefully.		
2	Student Self-Check		
3	Answers to the questions on Student Information, COMMUNICATION WITH OTHERS, are provided in this manual. Divide the class into small groups or partners to share answers to the questions.	RECOMMENDED REFERENCE Sasse, Person to Person, pp. 136-148.	
4	Prepare case situations that demonstrate the levels of verbal communication (cliche conversation, reporting the facts about others, telling your ideas, sharing your feelings, and peak communication) and the patterns of communication (placating, blaming, computing, distracting, and leveling). Refer to the recommended reference for examples. Divide the class into partners. Give each set of partners a case situation. After they have discussed and practiced their case situations, have each set of partners roleplay the situations. After each roleplay, discuss what occurred and the message communicated.	Sasse. Person to Person, pp. 140-147, 150-156.	

COMMUNICATING IN INTERPERSONAL RELATIONSHIPS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
4	You may want to have the groups or partners do some of the "Experiences in Human Relations" activities in Person to Person by Sasse.	Sasse, Person to Person: "Experiences in Human Relations" --Destructive and Constructive Communications, p. 138. --Communicating Your Ideas, pp. 140-141. --Sharing Your Feelings, pp. 141-142. --Levels of Communication, p. 143. --Patterns of Communication, pp. 147-148.	
5	After the students have reacted to Student Information, NONVERBAL COMMUNICATIONS, divide the class into small groups or partners. Have them share and discuss their responses for each illustration.		
	Then have them list other ways that people communicate nonverbally. One member of each group could be the recorder/reporter. When each group has completed its list, have the recorder/reporter of each group share its list with the class.		
	Have students read more about nonverbal communication in the recommended reference.	Sasse, Person to Person, pp. 157-163.	
	Have the student make up silent skits which demonstrate nonverbal communication. Have them present their skits. Then as a large group, discuss how the actors in the skits communicated through their posture,		

COMMUNICATING IN INTERPERSONAL RELATIONSHIPS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
5	facial expression, and/or gestures. Have the students do some of the "Experiences in Human Relations" activities in Person to Person by Sasse.	Sasse, Person to Person, "Experiences in Human Relations" --Body Language, pp. 159-160. --Intimate Distance, p. 161. --Using Space, p. 163.	
6	Have the students read more about learning communication skills in the recommended reference. Provide a copy of COMMUNICATION HELPERS for students to read and study. Have the students to do some of the "Experiences in Human Relations" activities in Person to Person by Sasse.	Sasse, Person to Person, pp. 148-157. Master copy of COMMUNICATION HELPERS Sasse, Person to Person: "Experiences in Human Relations" --A Communication Quiz, p. 149. --Sending "I-MESSAGES," p. 152. --Listening Skills, pp. 153-154. --Active Listening, pp. 154-155. --Feedback, pp. 156-157.	
7	Invite a resource person to talk about communication. Check with a local university or college or the local department of human resources for possible resource persons (psychology and sociology departments). This is an optional activity. If a knowledgeable and		

COMMUNICATING IN INTERPERSONAL RELATIONSHIPS

LA	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
7	trained person is not available, omit the activity.		
8	After the students have completed the Student Self-Check, have them discuss each of the possible answers.		
9	FHA/HERO Have the student(s): --Sponsor a communication workshop during a chapter meeting. Communication experiments or games are provided in this manual. --Sponsor a "Family Communication Week" or a "BIONIC (Belive It Or Not I Care) Experience." Encourage families to have family council meetings or family activity nights to promote good communications in family relationships. Make brochures and fliers to promote this activity. Other means for promoting this activity might include: (1) Sponsor poster contests in the elementary school. (2) Write news articles for the local newspaper. (3) Write and tape spot announcements for the local radio station. (4) Ask the local department of Human Resources for pamphlets, bumper stickers, etc., promoting family communications.	Master Copy of COMMUNICATION EXPERIMENTS AND GAMES	

COMMUNICATING IN INTERPERSONAL RELATIONSHIPS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
10	Select questions from the Check-Out Activity Sheet for each students' check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided in this manual. Use the Evaluator's Final Checklist to check each student's performance.	--Selected questions from the Check-Out Activity Sheet, COMMUNICATION. --Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Read books about learning to communicate with others (A booklist is provided in this manual.)

--Explore one of the following career: psychiatrist, social worker, social studies teacher.

--Work out a personal plan to improve communication skills.

--Conduct a family conference to share some of the information learned in this module.

Student Information

COMMUNICATION WITH OTHERS

1. Define the term "communication."
Communication is any behavior that carries a message that can be interpreted by other people. People communicate through the spoken word, the written word, and body language.

2. Explain the statement: "There is 'never no communication'." Communication is taking place continuously. Not talking does not mean that communication has stopped. Body language also relays messages that can be interpreted by others.

3. Tell the difference between "constructive communication" and "destructive communication."
--Constructive communication takes place when people are made to feel good about themselves.
--Destructive communication causes people to feel judged or guilty. It destroys a person's self-esteem.

4. In Person to Person by Connie Sasse, five levels of communication were identified. Name and describe each.

   Cliche conversation is the lowest level of communication in which a person uses small talk or polite conversation, such as "It's a nice day." Cliche conversation is used with casual acquaintances and friends. It is used most frequently with people who have just been introduced.

   Reporting things about others is the level of communication called gossip. The person reporting does not tell about himself/herself but reports the feelings and ideas that others have.

   Telling your ideas is the level of communication in which a person begins to share information about himself/herself. This is done with the risk of being rejected. Persons whose ideas are rejected will usually return to a lower level of communication.

   Sharing your feelings is the level of communication in which a person begins to share personal feelings. This is a harder level of communication to reach because we sometimes feel exposed when sharing feelings that may not be acceptable to others.

   Peak communication is the level of communication that is reached when the persons are in complete accord with each other. It is not a permanent type of communication. It involves complete openness and honesty between two individuals.

5. There are five communication patterns: placating, blaming, computing, distracting, and leveling. Describe the characteristics of each pattern.

Placating - This communication pattern is known as the "yes man" communication. The person who uses this type of pattern will not disagree with others.

Blaming - This communication pattern is used by persons who are known as fault finders, bosses, and dictators. Blamers want others to feel inferior to them. They tend to put down everything and everyone.

Computing - The person using this type of communication pattern wishes to appear cool, calm, and collected. He/she tries to avoid showing feelings and emotions. Computing people are not able to share intimate relationships.

Distracting - The person who uses this pattern of communication does not relate to others on the topic presently being discussed. The distractor does not do or say anything that is related to what other people are doing or saying. He/she distracts or continuously changes the subject.

Leveling - This pattern of communication is providing the total response to others. The leveler does and says what he/she really feels. The leveler feels free to agree or disagree and does not feel obligated to respond to please others. The leveler's feelings, words, voice tone, and body language communicate the same message. Leveling is not to be understood as telling it like it is or hurting others. Leveling is done in such a way that the listener knows how the leveler feels without being hurt by what he/she says.

Master Copy for Learning Activity 6

COMMUNICATION HELPERS

Words That Encourage And Stimulate Cooperation

Good!
I agree.
I see.
Exactly.
Please.
Fine.
O.K.
Great!
Oh.

Really?
Groovy!
Excellent!
Thank you.
Good idea.
Very clever!
That's right.
I'll buy that.
I understand.

I like that.
You don't say.
You did, huh?
How considerate!
I'm proud of you!
I'm glad.
Would you help me?
Fine job!
I'm happy.

Conversation "Door-Openers"

Tell me about it.
I'd like to hear more about it.
Tell me more, please.
Want to talk about it?
Let's discuss it.
Do you mean that...

Let's hear your side.
Shoot, I'm listening.
Sounds like you got troubles.
Seems pretty important to me.
Tell me the whole story.

Facial Expressions That Tell The Other Person That He/She Is O.K.

Smiling
Winking
Nodding head
Laughing

Wrinkling nose
Giggling
Looking interested
Grinning in friendly fashion

Nearnesses That Tell the Other Person That He/She Is O.K.

Walking together
Sitting down beside
Talking/listening
Just visiting

Eating together
Playing games together
Solving a problem together
Going to a movie together

Physical Contacts That Tell The Other Person That He/She Is O.K.

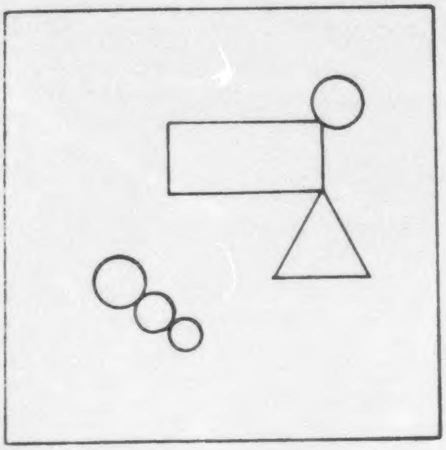
Sitting (holding) on lap
Patting back or shoulder
Stroking arm
Shaking hand

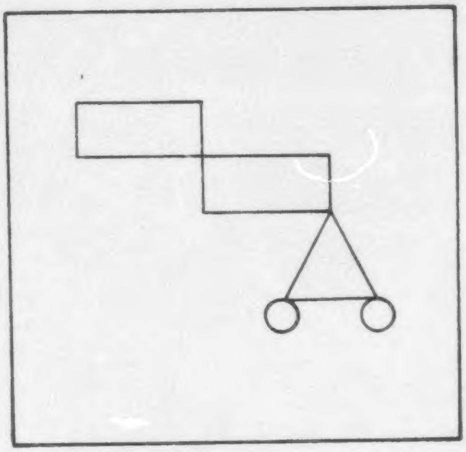
Hugging
Touching
Holding hand
Kissing

COMMUNICATION EXPERIMENTS OR GAMES

1. Make copies of cartoons with the captions left off. Have the students write captions for the cartoons.

2. Draw a diagram in which geometric shapes have been placed in a certain pattern. Choose one person to be the speaker and one to be the listener. The speaker sees the diagram, and then must tell the listener how to draw the diagram. As the listener draws, no questions may be asked. When complete, discuss the flow of communication. Do the diagrams look very much alike? Repeat the experiment, using a different diagram. This time allow the former listener to ask the questions. Again discuss the flow of communication.





3. Psychology Today Games
Box 700
Del Mar, California 92014

(Add $ .75 to your total order for postage and handling.)

Commercial Games:

"Body Talk" - a game that teaches nonverbal communication. Two to ten persons may play. Cost: $5.95.

"Woman and Man Game" - a game that increases understanding a communication between the sexes. Two to six persons may play. Cost $7.95.

"Black and White Game" - a game that helps increase understanding and communication between the races. Three to nine persons may play. Cost: $6.95.

page 2

4. The December 1974 issue of Tips and Topics has many good ideas for communication exercises. Write Tips and Topics, College of Home Economics, P.O. Box 4170, Texas Tech. University, Lubbock, Texas 79409 to inquire about receiving a back issue of this publication. Enclose $ .75 per copy.

5. Have the students listen to popular songs, old songs, or music. Have them tell what they think the author of the song or the composer of the music is trying to communicate. Discuss the phrase: "Music is a universal language."

Check-Out Activity Sheet

COMMUNICATION

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Match the levels or patterns of communication with the descriptions by writing the letter of the DESCRIPTION beside the number of the LEVELS OR PATTERNS OF COMMUNICATION.

LEVELS OR PATTERNS OF COMMUNICATION

___ 1. Cliche conversation
___ 2. Blaming
___ 3. Leveling
___ 4. Sharing your feelings
___ 5. Gossip
___ 6. Distracting
___ 7. Placating
___ 8. Peak communication
___ 9. Computing
___10. Telling your ideas

DESCRIPTION

a. The level of communication that may make us feel exposed
b. "Yes man" communication
c. When a person begins to share information about himself/herself
d. Avoiding feelings and emotions when communicating
e. Small talk or polite conversation
f. Reporting things about others
g. Complete openness and honesty between two people
h. Continuously changing the subject
i. Fault finding
j. The total response to others that promotes peak communication

Directions: Answer the following questions.

11. List three examples of verbal communication.

12. List three examples of nonverbal communication.

13. Communication fails when there is a ____________ in the communication process.

14. List four points that are aids for communicating with others and overcoming communication failure.

15. Name four types of listeners.

16. "I" messages put the responsibility for your feelings on ____________.

17. List four ways to develop an understanding of others.

18. List four personal traits that promote good communication.

Check-Out Activity Sheet
ANSWERS
COMMUNICATION

LEVELS OR PATTERNS OF COMMUNICATION

e 1. Cliche conversation
i 2. Blaming
j 3. Leveling
a 4. Sharing
f 5. Gossip
h 6. Distracting
b 7. Placating
g 8. Peak communication
d 9. Computing
c 10. Telling your ideas

DESCRIPTION

a. The level of communication that may make us feel exposed
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d. Avoiding feelings and emotions when communicating
e. Small talk or polite conversation
f. Reporting things about others
g. Complete openness and honesty between two people
h. Continuously changing the subject
i. Fault finding
j. The total response to others that promotes peak communication

11. List three examples of verbal communication.
--speaking
--tone of voice
--listening
--reading
--writing

12. List three examples of nonverbal communication.
--hand gestures
--movements of the body
--facial expressions
--eye movement
--posture

13. Communication fails when there is a barrier in the communication process.

14. List four points that are aids for communicating with others and overcoming communication failure.

--Develop language skills by studying and practicing:
  correct pronunciation of words
  proper grammar
  reading for comprehension
  correct spelling
  penmanship
--Practice good posture, proper body mechanics, facial expressions, and eye contact.
--Properly clean and care for personal clothing and shoes.
--Practice good grooming habits regularly.
--Develop active and passive listening skills.
--Work to overcome undesirable personality traits.
--Strive to understand the feelings and personalities of others.
--Learn to overlook undesirable personality traits of others.

15. Name four types of listeners.
--Careless listeners
--Narrow listeners
--Defensive listeners
--Active or reflective listeners
--Passive listeners

16. "I" messages put the responsibility for your feelings on you.

17. List four ways to develop an understanding of others.
--Know the growth and development characteristics of people from birth through adulthood.
--Take time to communicate.
--Discipline with love.
--Allow each person a time and place for privacy.
--Avoid asking too many questions.
--Keep confidences.

18. List four personal traits that promote good communication.
--empathy
--trustworthiness
--honesty
--kindness
--optimism
--fairness
--generousity
--patience
--courage

Evaluator's Final Checklist

COMMUNICATING IN INTERPERSONAL RELATIONSHIPS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

Instructor's Guide Sheet

Module HD-15

HANDLING CONFLICTS IN RELATIONSHIPS

CONTENTS OF MODULE

Student Information	Activity	
DISCUSSION GUIDE ABOUT HANDLING CONFLICTS	1	
WAYS TO COPE WITH CONFLICTS	2	
ANALYZING REACTIONS IN AREAS OF CONFLICT.	3	
Student Self-Check		
WAYS TO HANDLE CONFLICTS.	5	
ANSWERS	5	
Evaluator's Final Checklist		
HANDLING CONFLICTS IN RELATIONSHIPS	7	
Check-Out Activity Sheet		
HANDLING CONFLICTS IN RELATIONSHIPS	7	Instructor's Manual
ANSWERS	7	

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Learning to be assertive. 4

Guidance Associates, "The Gentle Art of Saying No," (three filmstrips, three cassette tapes, or records).

RECOMMENDED REFERENCES

TOPIC: Conflicts in relationships. 1

Sasse, Person to Person, 1978 edition.
Kelly & Chamberlain, Survival, A Guide to Living on Your Own, 1980 edition.
Paolucci, Faiola, and Thompson, Personal Perspectives, 1978 edition.

HANDLING CONFLICTS IN RELATIONSHIPS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
1	After the students have read the assigned reading, have them discuss the Student Information, DISCUSSION GUIDE ABOUT HANDLING CONFLICTS. Discuss destructive and productive (constructive) quarreling. Give each student a copy of "Characteristics of Productive and Destructive Quarreling" provided in this manual. You may want the students to do some of the "Experiences in Human Relations" activities in Person to Person by Sasse.	RECOMMENDED REFERENCES Sasse, Person to Person, 1978 ed., pp. 189-208. and Kelly & Chamberlain, Survival, 1980 ed., pp. 22-27. or Paolucci, Faiola, & Thompson, Personal Perspectives, 1978 ed., pp. 391-393. --Master copy of CHARACTERISTICS OF PRODUCTIVE AND DESTRUCTIVE QUARRELING Sasse, Person to Person: (1) "Conflict Around You," p. 191. (2) "The Results of Conflict," p. 194. (3) "Your Conflict Style," p. 199. (4) "Hurting Others," p. 201. (5) "Constructive and Destructive Quarrels," pp. 202-203. (6) "The No-Lose Method," pp. 204-205. (7) "Role Reversal," pp. 207-208.	
2	Have the students write minute dramas depicting some of the ways people resolve conflicts. You may want to talk about ways different people meet problems and how this may affect their ability to cope with other people: --Direct attack --Detour --Retreat --Rationalization --Daydreaming	ADDITIONAL REFERENCE Landis, Judson and Mary Landis, Personal Adjustment, Marriage, and Family Living. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975, (Chapter 23: "How We Meet Our Problems," pp. 30-45.)	

HANDLING CONFLICTS IN RELATIONSHIPS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
2	See the suggested reference for information.		
3	After each student has answered the questions on Student Information, ANALYZING REACTIONS IN AREAS OF CONFLICT, for the three situations, have them share one or more of their situations with the class. Discuss the methods of coping with conflict both within self and with others as a review.		
4	Read over the teacher's guide for the suggested audio-visuals. Preview the filmstrips prior to showing them to the students. The filmstrips include the active participation of the students. (This activity reinforces the learnings about assertiveness.) Show the filmstrips as suggested. Discuss the concepts presented. You may want to have the students roleplay other case situations. or Prepare short skits that depict assertiveness, aggressiveness, and nonassertive behaviors. Point out the differences between assertiveness and aggressiveness.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip set: "The Gentle Art of Saying No," (three filmstrips, three cassette tapes, or three records; cost: $109.00).	
5	Student Self-Check		

HANDLING CONFLICTS IN RELATIONSHIPS

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
6	FHA/HERO Have the student(s): Arrange for a resource person to speak to a chapter meeting about the topic "Knowing Your Rights--Learning to Be Assertive." Check with the local Comprehensive Care staff or the local Department of Human Resources to see if they have a person trained in assertiveness training who would be available as a resource person.		
7	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided in this manual. Use the Evaluator's Final Checklist to check each student's performance.	--Selected questions from the Check-Out Activity Sheet, HANDLING CONFLICTS IN RELATIONSHIPS --Master copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Read more about assertiveness in other references. (A list of references is provided in the pages following the Instructor"s Guide Sheets for this module.)

--Explore one of the following careers: psychologist, sociologist, guidance counselor, psychotherapist.

CHARACTERISTICS OF PRODUCTIVE AND DESTRUCTIVE QUARRELING

Productive Quarreling

--Quarreling is limited to one issue.
--The issue may have to be redefined.
--All available information is used to find a solution.
--A solution can be reached without hurting anyone's feelings.
--The relationship is made stronger.

Destructive Quarreling

--Quarreling goes beyond the original issue.
--Each person becomes defensive as he/she is personally attacked.
--Quarreling is often emotional and irrational.
--Tensions and frustrations are increased.
--The relationship is damaged by the quarrel.

LIST OF BOOKS RELATING TO ASSERTIVENESS AND SELF-CONCEPT

Canfield, Jack and Harold C. Wells. One Hundred Ways to Enhance Self-Concept in the Classroom. New York: Prentice-Hall, Incorporated, 1976.

Dobson, Dr. James. Hide or Seek. Old Tappan, NJ: Fleming H. Revell Company, 1974.

Dyer, Wayne W. and John Vriend. Counseling Techniques That Work. Washington, DC: APGA Press, 1975.

Fast, Julius. Body Language. New York: Simon and Schuster, 1970.

Feinsterheim, Herbert and Jean Baer. Don't Say Yes When You Want to Say No. New York: Dell Company, 1975

Gallasi, Merna Dee and John Gallasi. Assert Yourself! New York: Human Science Press, 1977.

Jakabowski - Spector, Patricia. "An Introduction to Assertiveness Training Procedures for Women" (Monograph). Washington, DC: APGA, 1973.

Lewis, Howard R. and Howard S. Streitfield. Growth Games. Atlanta: Harcourt, Brace, Jovanovich, Incorporated, 1970.

Powell, John. Why Am I Afraid to Love? Niles, IL: Argus Communications, 1972.

Powell, John. Why Am I Afraid to Tell You Who I am? Niles, IL: Argus Communication, 1972.

Satir, Virginia. Peoplemaking. Palo Alto, CA: Science and Behavior Books, Incorporated, 1972.

Simon, Sidney. Caring, Feeling, Touching. Niles, IL: Argus Communication, 1976.

Simon, Sidney. I Am Loveable and Capable. Niles, IL: Argus Communication. 197_.

Simon, Sidney. Vultures. Niles, IL: Argus Communication, 1977.

Smith, Dr. Manuel J. When I Say No, I Feel Guilty. New York: Bantam Books Incorporated, 1975.

Check-Out Activity Sheet

HANDLING CONFLICTS IN RELATIONSHIPS

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following completion questions by filling in the blank with the correct word or words.

1. Differing points of view causing an open struggle between two or more people is a ______________________.
2. _________________________ is one way a person copes with conflict by giving in constantly to avoid disagreement.
3. Refusing to talk to the other person about the conflict is called the __________________________.
4. __________________________ is coping with a conflict by agreeing to disagree.
5. __________________ is to leave when a conflict begins.
6. A person uses the _____________ method of coping with conflict when he/she allows hurts and anger to build up over a period time and then unloads everything over one little incident.
7. _________________________ is avoiding a person with whom you have a personality conflict in order to avoid disagreement.
8. _________________________ is a method of solving conflict in which each person gives a little to get a little.
9. Some persons cope with conflict by hitting and beating on another person. This is __________________________.
10. _____________________ is when one person must lose all while the other person gains all.
11. _____________________ is simply exploding in outrage and anger when there is a conflict.

Check-Out Activity Sheet
ANSWERS
HANDLING CONFLICTS IN RELATIONSHIPS

1. Differing points of view causing an open struggle between two or more people is a conflict.

2. Martyrdom is one way a person copes with conflict by giving in constantly to avoid disagreement.

3. Refusing to talk to the other person about the conflict is called the silent treatment.

4. Accommodation is coping with a conflict by agreeing to disagree.

5. Withdrawal is to leave when a conflict begins.

6. A person uses the bagging method of coping with conflict when he/she allows hurts and anger to build up over a period of time and then unloads everything over one little incident.

7. Avoidance is avoiding a person with whom you have a personality conflict in order to avoid disagreement.

8. Compromise or "no lose" is a method of solving conflict in which each person gives a little to get a little.

9. Some persons cope with conflict by hitting and beating on another person. This is physical violence.

10. Concession is when one person must lose all while the other person gains all.

11. Blowing up is simply exploding in outrage and anger when there is a conflict.

Evaluator's Final Checklist

HANDLING CONFLICTS IN RELATIONSHIPS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

AMERICA'S CHANGING LIFE STYLES

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is in this manual.)

CONTENTS OF MODULE

Student Information	Activity	
AMERICA'S CHANGING LIFE STYLES	1	
VIEWS ON CHANGING LIFE STYLES WORKSHEET . .	4	
Student Self-Check		
CRAZY CROSSWORD PUZZLE ABOUT A SERIOUS SUBJECT	3	
ANSWERS	3	
Evaluator's Final Checklist		
AMERICA'S CHANGING LIFE STYLES	7	
Check-Out Activity Sheet		
AMERICA'S CHANGING LIFE STYLES	7	Instructor's Manual
ANSWERS	7	

RECOMMENDED REFERENCE

Topic: Other life styles--open marriage, group marriage, living together, and communes	2

Sasse, Person to Person, 1978 edition.

AMERICA'S CHANGING LIFE STYLES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Prepare a bulletin board.	--Bulletin board supplies	
2	As a large class, discuss each of the life styles. Clear up any misconceptions. You may want the students to read pp. 258-271 in Sasse; however, the information was provided in the Student Information for Learning Activity #1.	RECOMMENDED REFERENCE Sasse: Person to Person, pp. 272-284.	
3	Student Self-Check Provide students a copy of the crossword puzzle. OR Provide them with the alternate fill-in-the-blank exercise. An answer key is provided in this manual.	--Master Copy of the crossword, CRAZY CROSSWORD PUZZLE ABOUT A SERIOUS SUBJECT. --Master Copy of CHANGING LIFE STYLES FILL-IN-THE-BLANK. --Answer Key	
4	Give the worksheet out as a homework assignment. Allow the students enough time to interview one to three persons. Check to see if there is at least one student interviewing each of the people listed. Pair special needs students with a more advanced student. Discuss the interviews as a large group.	--Master Copy of the Student Information, VIEWS ON CHANGING LIFE STYLES WORKSHEET.	

AMERICA'S CHANGING LIFE STYLES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Give each student one to three case situations about changing life styles. Select the case situations from the listing in this manual or from the reference listed. Discuss the reactions to each case situation in a large or small group(s). Possible answers to the case situations are provided.	ADDITIONAL REFERENCE Churchill, E. Richard and Linda R. Churchill: Casebook on Marriage and the Family. Portland, MA: J. Weston Walch, 1975 edition.	
6	FHA/HERO Have the student(s): --Invite a speaker or a panel of speakers to talk about the changing life styles in sectional meetings or a chapter meeting. (Be sure that this is a permissable activity in your school system.)		
7	Provide a copy of a test for each student. You may use questions from the Check-Out Activity Sheet, or you may make up your own. Answers to the Check-Out Activity Sheet questions are provided. Use the Evaluator's Final Checklist to check each student out.	--Selected questions from the Check-Out Activity Sheet, AMERICA'S CHANGING LIFE STYLES. --Master Copy of the Evaluator's Final Checklist.	

AMERICA'S CHANGING LIFE STYLES

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Read newspaper and magazine articles about changing American life styles. Have the student(s) report on the articles OR bring the articles to class to post on the classroom bulletin board for other students to read.

--Research one of the following careers: sociologist, marriage counselor, minister, priest, or rabbi, lawyer.

SUGGESTED LETTER TO PARENTS

****

Directions to the Instructor: South Carolina school districts vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parental permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

****

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at _________ between the hours of __________ and __________.

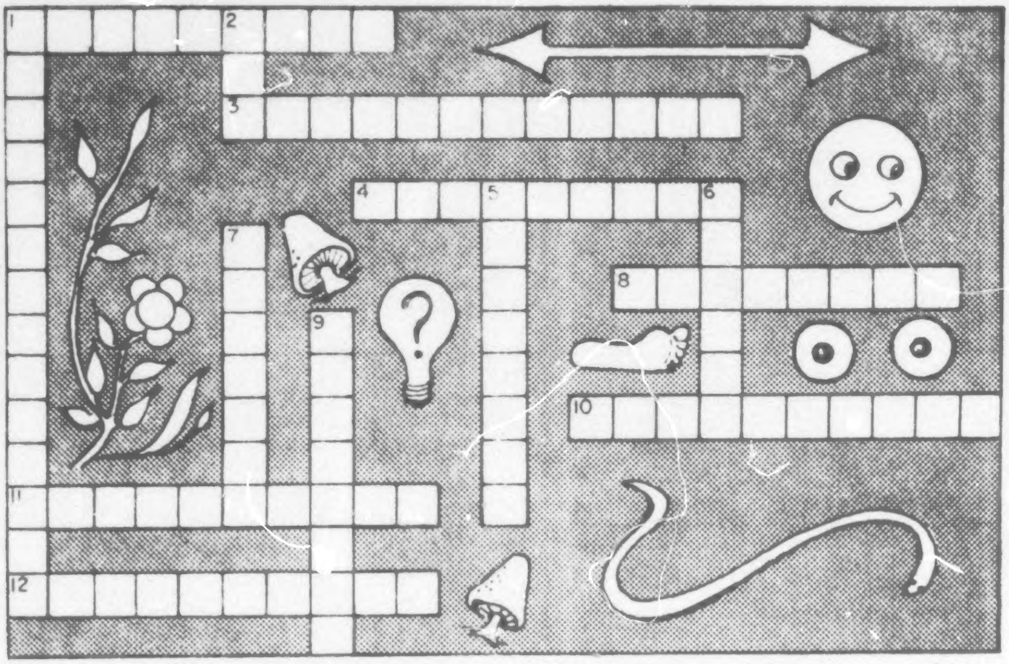
Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

____
Home Economics Teacher

____
Parent's Signature of Approval/Date

CRAZY CROSSWORD PUZZLE ABOUT A SERIOUS SUBJECT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Master Copy for Learning Activity 3
Alternate Student Self-Check

CHANGING LIFE STYLES FILL-IN-THE-BLANK

Directions: Read each word and each sentence listed below. Use one of the words to fill-in-the-blank in each sentence. Check your answers against those provided by your instructor.

LIFE STYLE
LIVING TOGETHER
TWO-CAREER
LESBIANS
DIVORCE
COMMUNAL
HOMOSEXUAL
SINGLE
CHILDLESS
CONTRACT
PARENTHOOD
REMARRIAGE
OPEN MARRIAGE

1. A ________________ ________________ is a way of living.
2. When each party of the marriage is encouraged to grow and develop as an individual, the couple have an ________________ ________________.
3. The kind of marriage in which a couple decides not to have children is a ________________ marriage.
4. A binding agreement between two or more people is called a ________________________.
5. When an individual is rearing a child or children alone, the life style is single ________________.
6. A person who has sexual desires for those of the same sex is known as a ________________________.
7. ________________ is a common occurence among divorced persons.
8. ________________ ________________ is when two unmarried persons of the opposite sex share a household and a sexual relationship without marriage.
9. When both the husband and the wife work outside the home, the marriage is called a ________________ ________________ marriage.
10. Female homosexuals are ________________.
11. When a person decides to live alone, the life style is being ________________ __.
12. Over half of the marriages in the United States end in ________________.
13. The kind of life style in which a group of persons live together for a common purpose or need is a ________________ life style.

Answer Key for the Alternate Student Self-Check LA#3

CHANGING LIFE STYLES FILL-IN-THE-BLANK

1. Life style
2. Open marriage
3. Childless
4. Contract
5. Parenthood
6. Homosexual
7. Remarriage
8. Living together
9. Two-career
10. Lesbians
11. Single
12. Divorce
13. Communal

VIEWS ON CHANGING LIFE STYLES WORKSHEET

Directions: Select one or more of the persons to interview and ask them the questions below. Remember that they may not be familiar with the terms you have been studying. Explain each term to them so there will be no misunderstanding about what you are asking them.

Write down or record on tape the responses of each person you interview.

1. Lawyer:________________

Which of these life styles are legal in this state:
a. Contract marriage
b. Homosexual life style
c. Open marriage
d. Group marriage
e. Living together
f. Communes

What is the legal status of any children born to the unions mentioned?

If a couple separated or if one of them died, what would happen in this state to property of people living in each of these arrangements?

2. Parent Over 40:__________________

How would you react if one of your children decided to select one of the following life styles?
a. Single living
b. Single parenthood
c. Contract marriage
d. Childless marriage
e. Two-career marriage
f. Divorce and remarriage
g. Homosexual life style
h. Open marriage
i. Group marriage
j. Living together
k. Commune

Would you, as middle-aged, be comfortable in any of these life styles? Which ones? Why or why not?

3. Single Person Under 30:________________

Would you be comfortable in any of these life styles?
a. Single parenthood
b. Contract marriage
c. Childless marriage
d. Two-career marriage
e. Divorce and remarriage

f. Homosexual life style
g. Open marriage
h. Group marriage
i. Living together
j. Commune

By which life style(s) would you be most disturbed? least disturbed?

Why do you think individuals are experimenting with different life styles?

4. Priest, Rabbi, or Minister:_______________

What is your religious stand on changing life styles? Why do you feel as you do? How do you think society views these life styles?
a. Single living
b. Single parenthood
c. Contract marriage
d. Childless marriage
e. Two-career marriage
f. Divorce and remarriage
g. Open marriage
h. Group marriage
i. Living together
j. Commune
k. Homosexual life style

Do you feel traditional marriages and the family have failed? Why? Why not?

5. Person Over 70:_______________

Would you be willing to experiment with a changing life style? Why? Why not? Which one?
a. Contract marriage
b. Homosexual life style
c. Open marriage
d. Group marriage
e. Living together
f. Commune

What is your feeling about the following situations?
a. A commune of all ages created from existing marriages and singles. There are no sexual relations except between married couples. The household duties, finances, and housing are shared.

b. A group marriage in which there are three women and one man. All are in their seventies and are in good health.

c. A contract marriage between a seventy-four-year-old man and a sixty-five-year-old woman. Both have had previous mates who are deceased. Each has children. The contract covers only property settlements to the children and remaining spouse if either dies.

6. Married Person Under 35:____________

Would you be comfortable in any of these lifestyles? Which one(s)? Why or why not?

a. Single living
b. Single parenthood
c. Contract marriage
d. Childless marriage
e. Two-career marriage
f. Divorce and remarriage
g. Homosexual life style
h. Open marriage
i. Group marriage
j. Living together
k. Commune

How would you feel if there were children resulting from a life style practicing "free sex"?

How are your feelings about changing life styles influenced by your family? by society?

Part I: The Story of Ruth and Bob

Ruth and Bob are both college graduates. Ruth is teaching in a suburban elementary school and Bob is a computer programmer at a plant in a city 20 miles to the north. They have been dating steadily for the last five months and feel that they are ready for a more permanent relationship. Bob has suggested living together in an apartment 10 miles from his job so both would have an equal distance to drive to work. Ruth is hesitantly considering this alternative to a traditional marriage.

Situations:

1. What might be their reasoning?
   Bob's:

   Ruth's:

2. How might their reasoning change under the following circumstances?
   a. Bob is a computer programmer. Ruth has two more years of college before being able to teach.
   b. Bob has been married previously and has a five-year-old boy and a three-year-old girl who will visit on weekends.
   c. Bob and Ruth are both in college with part-time jobs.
   d. Bob had lived in the same apartment a year ago with Sue (a relationship that lasted about eight months).
   e. Bob has been reared in an orphanage and in foster homes while Ruth was from a closely-knit large family.
   f. Ruth is 21. Bob is 44.
   g. Ruth is a child of an unwed mother and reared in a small rural community. Bob has a very large close-knit family.
   h. Ruth's father is a minister.
   i. Bob strongly opposes having children while Ruth wants a family of at least three children.
   j. Ruth suggested the arrangement before there was any discussion of a more permanent relationship.

k. Bob suggests that he and Ruth join a commune which allows for free sex and shared duties and finances.

l. Bob suggests Ruth and he marry and have a totally open marriage (sexual relationships outside their marriage) until they "are sure of each other."

Part II: The Story of June and Roger

June and Roger have been married two years. Both are practicing doctors working in a hospital which specializes in the treatment of children. June comes from a family of four. Her brother, Ted, and his wife have two children. Roger is the middle child of eleven children in a family which already has thirteen grandchildren. Every time they visit either of their families they are teased about when they are going to start a family. They have discussed this a great deal and have decided to postpone children indefinitely. Both honestly do not presently desire children.

Situations:

1. What are some of their possible reasons for delaying children?
2. What are some possible reasons for them deciding not to have any children at all?
3. What reasons might others give for their having children?
4. How might the reasons change in the following situations:
    a. June is 33; Roger is 38. They are both well-established doctors in private practice.
    b. Roger is 36 and discovers that he has terminal cancer and is not expected to live more than two years.

POSSIBLE ANSWERS

Part I: The Story of Ruth and Bob

Situations:

1. Bob's reasoning:

   Pros...
   a. He may not really be ready to settle down yet.
   b. It would keep Ruth from breaking off with him yet require no commitment.
   c. It might not cost as much as dates.
   d. Bob would have a sexual relationship with Ruth - he may not otherwise.

   Cons...
   a. Ruth may pressure him into marriage.
   b. Ruth may experience guilt and blame him.
   c. Ruth may get pregnant.
   d. This arrangement may limit, at least some, his chance with other females.
   e. The community, family, friends, and/or employers may be offended.

   Ruth's reasoning:

   Pros...
   a. It is what Bob wants.
   b. It will possibly prevent the loss of Bob.
   c. It may cause Bob to propose.
   d. They could share expenses.
   e. Ruth would get to know Bob better.

   Cons...
   a. She may get pregnant.
   b. Teachers are often judged on personal behavior. This arrangement could bring about work problems.
   c. She may feel guilty.
   d. The community, family, friends, and/or employers may be offended.
   e. She may be hurt emotionally if Bob and she do not stay together.
   f. She may lose her reputation.

2a. Ruth may be financed by parents who may feel strongly against living together without marriage and thus Ruth may become financially liable.

2b. Ruth may resent obligation to entertain and care for children each weekend. She may feel that Bob married before, why not now? Bob may feel he would have less financial responsibility if living together fails. Bob may be looking for "live-in" domestic help.

2c. They may have financial problems. Their parents may have to help them and may refuse due to their living arrangement. They may have very little time together due to school, study, and jobs. They may want to settle in different locations after college.

2d. Ruth may resent living in same apartment Bob had for Sue. If the previous relationship lasted only eight months, this may be very temporary. Ruth may be jealous of Sue.

2e. Bob may not have a marriage or family image to build upon. It may not be a good marriage risk. Ruth's close family may promote ill feelings and increase guilt feelings.

2f. Bob's age appears to be unusual for one who wishes a "trial". He may have no desire for commitment.

2g. Ruth may fear situation like her own youth. Small communities are sometimes more critical of children out-of-wedlock. Bob's family may create problems.

2h. Ruth may honestly and deeply feel that living together without marriage is morally wrong. Her father may suffer if she experiments with this lifestyle. Ruth may blame Bob for pressure and may have real guilt feelings. Bob may be using this method to show resentment of religion and moral beliefs of Ruth and her family.

2i. Ruth may actually get pregnant to force Bob to marry her.

2j. Ruth may be using this means to hold Bob in hopes that he will marry her later.

2k. If Ruth is hesitant over living together without marriage, she would very likely feel horrified over free sex in a commune. It would be difficult to determine why Bob suggested this.

2l. "Sure of what"!! Bob may want sexual freedom and Ruth. Ruth would be exposed to legal commitment but not emotional/sexual commitment. Possibly Bob nor Ruth want total commitment. This type of marriage might be more difficult because of the number of different relationships would prevent dedication to emotional and physical understanding between Ruth and Bob.

Part II: The Story of June and Roger

Situations:

1. --Two professions to get underway may make children hard to finance.
   --The cost of education may still be owed.
   --With their professions, they have less time to give to children.
   --Seeing handicapped and ill children in their work may make them feel that such children could happen to them.

2. Same as above plus
   --They may feel strongly about the population explosion.
   --They may feel happier as a twosome and may not want to share this with children.

3. --They may need the love of children--especially in old age or at death of one mate.
   --Children make a home.
   --They are used to a family, so having children would be natural.
   --Religious reasons may encourage large families.
   --Children give satisfaction and will carry on the family line.

4a. --The age of the mother requires an immediate decision for having children.
   --They are established and have more money.
   --They have less pressures and more time for children.
   --If June took off to have children, they wouldn't lose their practice.

4b. --June may want children from Roger if he is to die so young.
   --They may choose not to have children for June to rear alone or to hamper her if she were to choose to remarry.
   --He may have had medical treatment, chemical, and/or radiation which might cause birth defects in a child.

200

Check-Out Activity Sheet

AMERICA'S CHANGING LIFE STYLES

****

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

Part I:

Directions: Beside each description listed below, write the type of life style that is described.

_______________ 1. Three or more individuals married to each other and sharing financially, emotionally, and sexually.

_______________ 2. A group of individuals who are living together for a common purpose or need. They share duties and finances. They may or may not practice "free sex."

_______________ 3. The marriage of two individuals under a legal document which may specify the expectations of the marriage, the length of the marriage, how the marriage would be dissolved, etc.

_______________ 4. A marriage in which the couple elects not to have children.

_______________ 5. A marriage in which both partners are allowed friendships with the opposite sex outside the marriage. Each partner has the freedom to grow and develop as an individual.

_______________ 6. Two males of the same sex who are sexually attracted to each other.

_______________ 7. Two unmarried people of the opposite sex sharing a household and a sexual relationship without marriage.

_______________ 8. Two females of the same sex who are sexually attracted to each other.

_______________ 9. A person who chooses not to marry.

______________________ 10. A person who is not married but has a child or children.

______________________ 11. A marriage in which both partners work full-time outside the home.

______________________ 12. A legal end to a marriage.

Part II:

Directions: Write or tape record an essay stating your opinion of at least six changing life styles. State what you think would be some of the "pros" and "cons" of each.

Check-Out Activity Sheet
ANSWERS
AMERICA'S CHANGING LIFE STYLES

Part I:

Directions: Beside each description listed below, write the type of life style that is described.

Group marriage	1.	Three or more individuals married to each other and sharing financially, emotionally, and sexually.
Commune	2.	A group of individuals who are living together for a common purpose or need. They share duties and finances. They may or may not practice "free sex."
Contract marriage	3.	The marriage of two individuals under a legal document which may specify the expectations of the marriage, the length of the marriage, how the marriage would be dissolved, etc.
Childless marriage	4.	A marriage in which the couple elects not to have children.
Open marriage	5.	A marriage in which both partners are allowed friendships with the opposite sex outside the marriage. Each partner has the freedom to grow and develop as an individual.
Homosexuals	6.	Two males of the same sex who are sexually attracted to each other.
Living together	7.	Two unmarried people of the opposite sex sharing a household and a sexual relationship without marriage.
Lesbians	8.	Two females of the same sex who are sexually attracted to each other.
Single	9.	A person who chooses not to marry.
Single parent	10.	A person who is not married but has a child or children.
Two-career marriage	11.	A marriage in which both partners work full-time outside the home.
Divorce	12.	A legal end to a marriage.

Check-Out Activity Sheet
ANSWERS
AMERICA'S CHANGING LIFE STYLES
Page 2

Module HD-16

Part II:

Directions: Write or tape record an essay stating your opinion of at least six changing life styles. State what you think would be some of the "pros" and "cons" of each.

The answers to this part will vary from student to student. Keep in mind the class discussions and the student's right to his/her opinion as you grade this part of the test.

Master Copy

Evaluator's Final Checklist

AMERICA'S CHANGING LIFE STYLES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

THE ROLE OF THE SINGLE ADULT

CONTENTS OF MODULE

Student Information	Activity	
WHO ARE TODAY'S SINGLES?	2	
SOME OF THE ADVANTAGES AND DISADVANTAGES OF SINGLE LIVING	3	
Student Self-Check		
TODAY'S SINGLES	4	
ANSWERS	4	
Evaluator's Final Checklist		
THE ROLE OF THE SINGLE ADULT	8	
Check-Out Activity Sheet		
THE ROLE OF THE SINGLE ADULT	8	Instructor's
ANSWERS	8	Manual

RECOMMENDED REFERENCES

TOPIC: Single living. 1

Sasse, Person to Person, 1978 edition.

THE ROLE OF THE SINGLE ADULT

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
BR	Construct a bulletin board or have the student(s) make one about the advantages and disadvantages of single living.	Bulletin board supplies	
1	You may want to have the students do the activity at the end of the reading in Sasse, Person to Person, "Experiences in Human Relations," p. 262. You may want to read the reading in Landis and Landis, Building a Successful Marriage, to aid in discussion.	RECOMMENDED REFERENCE Sasse, Person to Person, pp.260-266. ADDITIONAL REFERENCES For more advanced students: Landis and Landis, Building a Successful Marriage, pp. 62-72.	
2	None		
3	Have a popcorn session with the students. Ask for advantages of single living and disadvantages of single living.		
4	Student Self-Check		
5	Invite four to five single adults (men and women) to discuss with the class the topic "The Single Life Style." Encourage students to ask questions.		
6	Your students need to understand how much their life experiences influence the choices they make and the direction their lives will take. This learning activity is designed to help students draw certain conclusions:		

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
6	(1) that fears and early conditioning should be understood and an effort made to overcome them. (2) that decisions about one's life should be rational ones based on good judgment rather than reactionary decisions based on fears and conditioning. (3) that either marriage or single living can be a healthy, successful life style or an unhealthy, unsuccessful life style, depending on one's motives and rationale for decision-making.		
	To implement this learning experience, divide the students into two or four groups. Give one (or two) group(s) Section I on the DISCUSSION GUIDE... and the other group(s), Section II. Have them discuss and explore the meanings of the statements in each section. Direct them to try to find solutions to the problems each statement represents. Then in a large group, let each small group report their conclusions. Guide the discussion so that the group explores the three conclusions suggested above.	--Master Copy of the DISCUSSION GUIDE: BEING PREPARED TO CHOOSE A LIFESTYLE.	
	Be sure students understand the concepts of "conditioning" and "life style," etc.		
	Definitions: Conditioning is learned by association. A conditioned response is not based on		

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
6	rational judgment but on what the individual associates with the situation. (Give example of conditioned responses to the students.) Life style - The manner in which a person chooses to live his/her life based on interests and values.		
7	FHA/HERO Have the student(s): --Conduct a "Concern Session" about the role of the single adult for a sectional meeting. Develop topics to discuss. Then divide the section into small groups to discuss their concerns about each topic. Select a recorder who will later present a summary of his/her group's discussion.		
8	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The activity may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided. Use the Evaluator's Final Checklist to check each student's performance.	--Selected questions from the Check-Out Activity Sheet, THE ROLE OF THE SINGLE ADULT. --Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Read newspapers or magazine articles about single living and what single persons do. Have them report or bring the articles to class.

--Interview a single adult to find out his/her feelings about the single life style. Have them report the findings to the class or to you.

DISCUSSION GUIDE: BEING PREPARED TO CHOOSE A LIFESTYLE

Directions: Within your assigned group, discuss and explore the meanings of the statements in the section assigned to you by the instructor. Try to find solutions to the problems each statement represents. Report the conclusions made by your group to the class.

Section I. There are a lot of reasons why people do not marry. Many of them are not very good reasons. Some of these are listed below:

--fear of close, intimate relationships
--fear of childbirth
--strong emotional dependence on parents
--fear of marriage because of parents' unhappy marriage
--refusal to accept responsibility
--parent's strong emotional dependence on child
--not aggressive enough to try to meet possible mates

Section II. There are also a lot of reasons why people do marry. Some of the reasons are not so good. Some of these are listed below:

--to get away from home
--to find a parent substitute (someone who will "take care" of them and make decisions for them)
--to avoid necessity to be involved in relationships outside the marriage
--to have someone available to provide sexual satisfaction

Check-Out Activity Sheet

THE ROLE OF THE SINGLE ADULT

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following true or false statements about the role of the single adult. If the statement is true, do nothing to the statement. If the statement is false, rewrite the statement in the blank space provided to make it true.

1. "Singles" are unmarried men and women who are divorced or widowed or who have never been married.
2. Almost one of every two marriages in the United States ends in divorce.
3. Some people remain single because they cannot find suitable marriage partners.
4. In the past single living was considered a normal life style, but more and more it is not accepted in our society.
5. Some women choose to remain single because they want to devote themselves to their careers.
6. Some singles, both men and women, like to be free to enjoy their own self-development and independence.
7. Marriage is always one good answer to loneliness.
8. Our society is built around the single life style. Therefore, the single can fit in anywhere.
9. Many singles say they regret not having children.

Check-Out Activity Sheet
ANSWERS
THE ROLE OF THE SINGLE ADULT

1. "Singles" are unmarried men and women who are divorced or widowed or who have never been married.

2. Almost one of every two marriages in the United States ends in divorce.

   Almost one of every three marriages in the United States ends in divorce.

3. Some people remain single because they cannot find suitable marriage partners.

4. In the past single living was considered a normal life style, but more and more it is not accepted in our society.

   Single living used to be considered an abnormal life style, but more and more it is accepted in our society.

5. Some women choose to remain single because they want to devote themselves to their careers.

6. Some singles, both men and women, like to be free to enjoy their own self-development and independence.

7. Marriage is always one good answer to loneliness.

   Marriage is not always a good answer to loneliness. Married people can also be lonely.

8. Our society is built around the single life style. Therefore, the single can fit in anywhere.

   Our society is largely structured for couples and families. Therefore, the single does not always feel that he/she fits in.

9. Many singles say they regret not having children.

Evaluator's Final Checklist

PREGNANCY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

SERIOUS DATING

CONTENTS OF MODULE

Student Information	Activity	
WHAT IS LOVE?	1	
DATING FACTS.	2	
DANGER SIGNALS IN DATING.	3	
Student Self-Check		
CONCERNS OF DATING.	8	
ANSWERS	8	
Evaluator's Final Checklist		
SERIOUS DATING.	10	
Check-Out Activity Sheet		
SERIOUS DATING.	10	Instructor's
ANSWERS	10	Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Dating values, attitudes and behavior . . . 6
Guidance Associates. "Dating and Sex: Values, Attitudes and Behavior," (two filmstrips, with records and cassette tapes).
or
Learning Arts: "How Can You Tell if You Are Really in Love?" (one filmstrip, one cassette, teacher's guide.)

RECOMMENDED REFERENCES

TOPIC: The types of love 1

Sasse, Person to Person, 1978 edition.

Westlake: Relationships, 1980 edition.

TOPIC: Dating facts. 2

Sasse, Person to Person, 1978 edition.

Instructor's Guide Sheet

SERIOUS DATING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
BB	Have the student(s) construct a bulletin board about dating.	--Bulletin board supplies	
1	Review the reading so that you will be able to aid the group(s) in discussing Student Information, WHAT IS LOVE? Use the cartoon drawings "Love is....." from newspapers as a part of class discussions.	RECOMMENDED REFERENCE Sasse: Person to Person, 1978, pp. 237-245 ADDITIONAL REFERENCE Landis and Landis: Building a Successful Marriage, 1977, Prentice Hall, Inc., pp. 109-115. (This reading is for advanced students.) Ryder: Contemporary Living, 1979, pp. 118-123. Westlake: Relationships, 1980, pp. 176-189. Copies of the cartoon "Love is....." from the newspaper.	
2	Answers to the questions on Student Information, DATING FACTS, are provided in this manual.	RECOMMENDED REFERENCE Sasse: Person to Person, pp. 245-253. Westlake: Relationships, 1980, pp. 191-198. ADDITIONAL REFERENCE Landis and Landis: Building a Successful Marriage, 1977, pp. 31-48. (This reading is for more advanced students.)	
3	Student Information may be used as lesson plan for group discussion.		
4	Divide the class into discussion groups. Have each group discuss the following questions and then write down the main points for presentation to the class:		

SERIOUS DATING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
4	(1) How are parents involved in the dating process? (2) What are the responsibilities that a person has to his/her parents during the dating years?		
5	Divide the class into small groups after the students have made a list of ten things they enjoy doing most on dates. Have them compare their lists within their group. Then have them compile a list of those things that are repeated most often. After completing this part of the learning activity, have a member of each group to give a report of their master list.		
6	Show a filmstrip or filmstrips about dating values, attitudes and behavior. Use the suggested filmstrip set or other applicable AV. Discuss the information presented in the AV as a large group. Allow the students to ask questions.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip set: "Dating and Sex: Values, Attitudes and Behavior," (2 filmstrips with records and 2 cassette tapes). or Filmstrip set: "How Can You Tell If You Are Really in Love?" (one filmstrip, one cassette, teacher's guide.)	
7	Divide the class into small groups. Give each group one of the roleplay situations listed in this manual.	--Instructor's copy of ROLEPLAY SITUATIONS - DATING.	

SERIOUS DATING

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
7	Have each group roleplay the situation in front of the class. Discuss the situations: (1) Did you agree with the actions of the characters? If so, why? If not, why? (2) How would you have responded differently?		
8	Student Self-Check		
9	FHA/HERO Have the student(s): --Include a section called "DATING FOCUS" in a chapter newsletter or bulletin. The article could include coming social events, community events, good movies, and suggestions for "low cost" or "no cost" dating activities. --Listen to a panel of students discuss the problems of poor communications that sometimes occur with dates.		
10	Provide a test for each student's Check-Out Activity. You may use questions from the Check-Out Activity in this manual or you may make up questions. Check-Out Activity Sheet answers are provided in this manual. Use the Evaluator's Final Checklist to check each student's performance.	Selected questions from the Check-Out Activity Sheet, SERIOUS DATING. Master Copy of the Evaluator's Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Read books about dating etiquette.

--Plan "inexpensive" or "no cost" activities to do on a date. Activities should be creative; develop talents, skills, or interests; encourage intellectual growth, or promote social growth.

--Research the career of a social scientist.

Answers for Learning Activity 2

Student Information

DATING FACTS

The following answers are based on the reading in Person to Person by Sasse.

1. What is dating?
   Dating is an informal or a formal planned activity that is shared by two persons of the opposite sex.

2. List two common social situations that usually exists in dating couples.
   --The female is younger.
   --The male is taller.
   --The male has the same or more education than the female.
   --The male makes more money.

3. In studies made by social scientists, it has been found that dating and marriage partners are more like each other than they are different from each other. List four traits which most couples share.
   --Race
   --Religion
   --Age
   --Education
   --Family background

4. List three reasons why dating is good preparation for marriage.
   --Helps males and females to relate to each other
   --Teaches persons how to get along with a variety of people
   --Teaches persons how to resolve problems of conflict

5. Define the concept of "steady dating."
   Steady dating is when two people begin to date each other with the agreement that neither will date others. This is called "going steady" and is a serious type of dating.

ROLEPLAY SITUATIONS - DATING

1. John likes Mary Jones. He would like to ask her to go to the car races on Saturday afternoon.

   a. Roleplay John calling Mary to ask for a date. Roleplay Mary accepting.

   b. Roleplay John calling Mary to ask for a date. Roleplay Mary turning him down.

   c. Roleplay John talking to his friend, Al, about his feelings when Mary turned him down . . . and he is crazy about her! Roleplay Al advising John.

2. Roleplay Sidney and Jane going to a party. They arrive, Jane doesn't drink or smoke pot. She notices several couples doing so. Sidney didn't tell her that this party involved drugs and alcohol.

   a. Roleplay her reactions.

   b. Roleplay his response.

3. Roleplay James and Donna arriving home past her curfew. Her parents are waiting up.

   a. Roleplay James and Donna's feelings before going in the house to face her parents.

   b. Roleplay Donna's parents' reactions in a negative approach.

   c. Roleplay Donna's parents' reactions in a positive approach.

4. Tom invited Betty Lou to the homecoming dance.

   a. Roleplay Tom drinking too much and Betty Lou's reaction. (She doesn't want him to drink.)

   b. Roleplay Betty Lou dancing with other fellows and Tom's reactions.

   c. Roleplay Betty Lou drinking too much and Tom's reaction.

   d. Roleplay Tom taking Betty Lou to Lover's Lane before taking her home. Betty Lou does not want to park.

5. Sheila and Larry have been seriously dating for a year. Larry is very outgoing. He talks to everyone around. Sometimes Sheila feels left out. Roleplay Sheila telling Larry about this problem. Roleplay Larry's response.

6. Gail and Jim have been seriously dating for three years. When they go to parties, Jim doesn't like for Gail to talk to other guys. Roleplay this situation and how Gail handles the problem. Reverse the situation and roleplay Jim handling the problem.

7. Bob and Marie are engaged. They've been going steady for two years. Bob likes for Marie to sit beside him when they watch television, etc. He doesn't want her to do anything when they're together except give him her undivided attention. This situation irritates Marie. She wonders what it will be like after they're married. Roleplay the situation.

Check-Out Activity Sheet

SERIOUS DATING

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following questions.

1. List two characteristics of love.
2. "Falling in love at first sight" is usually a very intense, but short-lived love relationship. This type of relationship is called ___________.
3. What is the difference between romantic love and conjugal love?
4. List two common social situations that usually exist in dating couples.
5. List three traits that most couples share.
6. Define the concept of "steady dating."
7. List three danger signals in dating.
8. What is the parents role in the dating process of their children?

Check-Out Activity Sheet

ANSWERS
SERIOUS DATING

1. --The other person's satisfaction, fulfillment, and security mean as much as your own.
   --Offers warmth, understanding, intimacy, and loyalty.
   --Gives a security that lets people use their skills in relating to others.

2. Infatuation

3. Romantic love starts couples thinking of marriage. Partners start to think of each other's feelings, thoughts, and beliefs. Conjugal love is different from romantic love in quality. The couple who have a conjugal love relationship have committed themselves to each other.

4. --The female is younger.
   --The male is taller.
   --The male has the same or more education then the female.
   --The male makes more money.

5. --Race
   --Religion
   --Age
   --Education
   --Family background

6. Steady dating is when two people begin to date each other with the agreement that neither will date others. This is often called "going steady" and is a serious type of dating.

7. --Quarreling frequently
   --Frequent break-ups
   --Jealousy
   --Dishonesty
   --One partner too domineering

8. Parents are the caregivers and guardians of their children. Parents can offer love, advice, protection, security, guidance, and common sense due to life's experiences. Parents feel responsible for their children's behavior, especially when it concerns morals and dating behavior. However, they should not feel guilty about children's misconduct and misbehavior. Each person has to accept responsibility for his/her own behavior and face the consequences that may follow.

Evaluator's Final Checklist

SERIOUS DATING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

Instructor's Guide Sheet Module HD-19

PREPARING FOR MARRIAGE

CONTENTS OF MODULE

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PREMARITAL COUNSELING 4
MARRIAGE PREPARATION 6
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Student Self Check

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ANSWERS 9

Evaluator's Final Checklist

PREPARING FOR MARRIAGE 11

Check-Out Activity Sheet

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ANSWERS . . . . 11 Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: The engagement period 3

National Educational Media Company, "The Engagement," (one filmstrip or slide set with record or cassette tape).

TOPIC: Teenage marriage 5

Guidance Associates, "And They Lived Happily Ever After? Understanding Teenage Marriage," (two filmstrips, two cassette tapes, and two records).

OR

Guidance Associates, "Getting Married," (two filmstrips, two cassette tapes, and two records).

OR

Guidance Associates, "Love and Marriage," (two filmstrips, two cassette tapes, and two records).

PREPARING FOR MARRIAGE

RECOMMENDED REFERENCES **Activity**

TOPIC: The engagement period 2

Sasse, Person to Person, 1978 edition.

PREPARING FOR MARRIAGE

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board about preparing for marriage.	--Bulletin board supplies	
1	Divide the class into Phillips 66 groups to discuss the qualities they would look for in a future spouse. After six minutes, have each group's leader or reporter share their list of qualities. You may want to write each group's findings on the chalkboard. Also, have each student choose the six qualities he/she feels are most important. Compare choices.		
2		RECOMMENDED REFERENCE Sasse, Person to Person pp. 254-255.	
3	View the filmstrip before using it in the classroom. Discuss the information presented in the AV as a large group. Allow the students to ask questions.	--Filmstrip projector --Projection screen --Record or cassette tape player --Filmstrip set: "The Engagement" (one filmstrip and record or cassette tape).	
4	After the students have read Student Information, PREMARITAL COUNSELING, discuss the importance of counseling. Allow the students to ask questions. Invite a doctor or a nurse to talk to the students about the premarital examination.		

PREPARING FOR MARRIAGE

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
5	View the filmstrips before using them in the classroom. After the students have seen the filmstrips, discuss the information presented. Refer to the "discussion guide" for the filmstrip set for discussion questions. The purpose of this activity is to make the students aware of the reasons for marriage, the problems encountered, sources of marital conflict, the meaning of love and emotional responsibility, the responsibilities of marriage, valid and invalid expectations, and maturity needed to help make a marriage work. You may have other points to include during this discussion.	--Filmstrip projector --Projection screen --Record or cassette tape player --One of the following filmstrip sets: "And They Lived Happily Ever After? Understanding Teenage Marriage," (two filmstrips, two cassette tapes, and two records). OR "Getting Married", (two filmstrips, two cassette tapes, and two records). OR "Love and Marriage," (two filmstrips, two cassette tapes, and two records.)	
6-7	After the students have had the opportunity to read Student Information, LEGAL ASPECTS OF MARRIAGE PREPARATION, invite a lawyer to talk to the class about the legal aspects of marriage preparation. Or you may want to prepare and present a lecture about the legal aspects of marriage.		
8	Guide the discussion of the questions presented on Student Information, DISCUSSION GUIDE--ISSUES IN MARRIAGE PREPARATION.		
9	Student Self-Check		
10	FHA/HERO Have the student(s): --Invite a speaker to talk		

PREPARING FOR MARRIAGE

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER"S NOTES
10	to the chapter members about genetic counseling. --Place pamphlets from the March of Dimes about birth defects and the need for genetic counseling in doctor's offices, drug stores, etc. --Invite a clergyperson, a marriage counselor, a doctor, and a parent to participate in a panel discussion about "Preparing for Marriage."		
11	Provide a test for each student's check-out activity. You may use questions from the Check-Out Activity Sheet or you may make up questions. Answers to the questions on the Check-Out Activity Sheet are provided in this manual. Use the Evaluator's Final Checklist for recording each student's performance.	--Selected questions from the Check-Out Activity Sheet, PREPARATION FOR MARRIAGE. --Master copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore one of the following careers: marriage counselor, psychiatrist, geneticist, clergyperson, gynecologist, and/or general practitioner.

--Research information about state marriage laws. Have them share the information with the class.

Check-Out Activity Sheet

PREPARATION FOR MARRIAGE

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following questions.

1. What is the purpose of the engagement?

2. Define the term "mixed marriage."

3. List a type of marriage relationship the law will not allow.

4. What do the marriage laws dealing with age requirements specify?

5. Who is qualified to perform marriage ceremonies?

6. List four things that are included in a premarital examination.

PREPARATION FOR MARRIAGE
Page 2

7. List four factors that need to be considered when preparing for marriage.

8. List five qualities to look for in a future spouse.

9. When a couple is planning to get married, what persons or resources can they consult for advice or information?

10. Some states require a waiting period between the application and the obtaining of a marriage license. What is the most common period of waiting?

Check-Out Activity Sheet
ANSWERS
PREPARATION FOR MARRIAGE

Directions: Answer the following questions.

1. What is the purpose of the engagement?
   The purpose of the engagement is to plan and prepare for marriage. It is a time for developing a commitment to each other. It also provides the couple time to determine whether they are really compatible or should break the engagement.

2. Define the term "mixed marriage."

   "Mixed marriage" refers to a marriage in which the couple are of a different race, religion, nationality, or have certain other different characteristics and circumstances in their make-up or background.

3. List a type of marriage relationship the law will not allow.

   --Marriage of close blood relatives

4. What do the marriage laws dealing with age requirements specify?

   --The age below which parental or guardian consent is required.
   --The age below which one cannot marry.

5. Who is qualified to perform marriage ceremonies?

   --Civil authorities such as a justice-of-the-peace or a judge
   --Clergypersons (ministers, priests, rabbi)

6. List four things that are included in a premarital examination.

   --A review of the medical histories of both the man and the woman.
   --A physical examination for both the man and the woman.
   --A pelvic examination for the woman.
   --A laboratory study of cells from the vagina and the cervix of the female for the presence of gonorrhea.
   --An examination of the male genitals for the presence of gonorrhea.
   --Blood tests for both the man and the woman for the detection of syphilis.
   --A discussion about family planning and the use of contraceptives if desired by the couple.

7. List four factors that need to be considered when preparing for marriage.

   --Understanding and accepting each other
   --The sexual relationship
   --Future in-laws
   --Friendships

Check-Out Activity Sheet
ANSWERS
PREPARATION FOR MARRIAGE
Page 2

--Revealing the past
--Career goals and family goals
--Budgeting
--Living arrangements
--Premarital counseling
--Legal aspects of marriage
--Mixed marriage

8. List five qualities to look for in a future spouse.

(Answers will vary)

9. When a couple is planning to get married, what persons or resources can they consult for advice or information?

--Clergypersons
--Marriage counselors
--Doctors

10. Some states require a waiting period between the application and the obtaining of a marriage license. What is the most common period of waiting?

--Three days

Evaluator's Final Checklist

PREPARING FOR MARRIAGE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

MAKING WEDDING ARRANGEMENTS

CONTENTS OF MODULE

Student Information — Activity

MAKING WEDDING ARRANGEMENTS. 2
THE HONEYMOON 4

Student Self-Check

THE WEDDING AND HONEYMOON 5
ANSWERS 5

Evaluator's Final Checklist

MAKING WEDDING ARRANGEMENTS 7

Check-Out Activity Sheet

MAKING WEDDING ARRANGEMENTS 7
ANSWERS 7

Instructor's Manual

RECOMMENDED REFERENCES

Topic: Wedding ceremonies. 1
Sasse, Person to Person, 1978 edition.

Topic: The wedding trip and honeymoon 4
Sasse, Person to Person, 1978 edition.

MAKING WEDDING ARRANGEMENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board about wedding plans.	--Bulletin Board Supplies	
1	Have the students read more about wedding ceremonies and traditions in other references. Invite a recent bride and groom to come to the class and show slides or pictures of their wedding ceremony. Allow the students to ask questions.	RECOMMENDED REFERENCES Sasse, Person to Person, p. 255. ADDITIONAL REFERENCE Riker, Audrey Palm and Holly E. Brisbane, Married Life. Peoria, Illinois: Charles A. Bennett Company, 1970 (or latest edition). Chapter 10: "Weddings, USA," pp. 271-278 and pp. 292-309.	
2	As a class, discuss Student Information, MAKING WEDDING ARRANGEMENTS. Have the students read about planning a wedding in other references. A reference list is provided in this manual.	ADDITIONAL REFERENCES --Bride magazines --Riker, Audrey Palm and Holly E. Brisbane, Married Life. Peoria, Illinois: Charles A. Bennett Company, 1970 (or latest edition). Chapter 10: "Weddings, USA," pp. 278-292 and pp. 310-335.	
3	Invite resource persons to come to class for an open-workshop. (The workshop may last for several days depending on your resource persons.)		

MAKING WEDDING ARRANGEMENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Have each of the following persons tell their part in preparing for a wedding. Along with the services they offer, have them tell the costs involved: --Bridal consultant (etiquette) --Minister (ceremony) --Representative from the county court clerk's office (tell about licensing) --Doctor (premarital exam and blood tests) --Florist (flowers) --Photographer (pictures) --Clerk from a bridal shop (clothing) --Baker (cake) --Catering service (reception)		
4	After the students have read the reference, have them discuss Student Information THE HONEYMOON, in a small or large group.	**RECOMMENDED REFERENCE** **Sasse, Person to Person, pp. 255-256.**	
5	Student Self-Check		
6	FHA/HERO Have the student(s): --Sponsor a "Wedding Fair." Have local merchants and business persons display their merchandise that relates to weddings and newlyweds, such as: Bridal apparel Groom apparel Floral bouquets, boutonnieres, corsages		

MAKING WEDDING ARRANGEMENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	China Silverware Glassware Linens Furniture Appliances Printed announcements, programs, etc. Bakery goods Jewelry		
7	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class.	--Selected questions from the Check-Out Activity Sheet, MAKING WEDDING ARRANGEMENTS.	
	The test may be given orally especially for slow readers.		
	Check-Out Activity Sheet answers are provided in this manual.		
	Use the Evaluator's Final Checklist to check each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

MAKING WEDDING ARRANGEMENTS

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Plan their wedding ceremony. After writing the ceremony, they may wish to compare it with actual ceremonies from various sources.

--Explore one of the following careers: bridal consultant, minister, justice-of-the-peace, fashion designer, florist, baker, photographer, caterer.

--Research wedding customs such as champagne at weddings, loud noises (dragging tin cans or banging on pans during a shivaree), the bride's long train, giving away the bride, and the wedding ring. Have them report their findings in class.

REFERENCES DEALING WITH PLANNING A WEDDING

____________________. Bride's Book of Etiquette. New York: Grosset and Dunlap, 1973. (Cost: $1.95.)

____________________. Betty Crocker's Wedding Plan Book -- A Survival Guide for the Bride-to-Be. Racine, Wisconsin: Western Publishing Company, 1973. (Cost: $2.95.)

Brill, Halpin, and Gene, editors. Write Your Own Wedding. Chicago: Follette Publishing Company, 1979. (Cost: $3.95.)

Gray, Winifred. You and Your Wedding. New York: Bantam Books.

Check-Out Activity Sheet

MAKING WEDDING ARRANGEMENTS

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in this module.

* *

Directions: Answer the following questions.

1. What is the purpose of the wedding ceremony?
2. There are two basic kinds of ceremonies. Name them.
3. List three reasons for a honeymoon or a wedding trip.
4. List six arrangements that have to be made in preparation for the wedding.
5. List five things the bride traditionally pays for in the division of wedding cost.
6. List five things the groom traditionally pays for in the division of wedding cost.
7. List five things the bride's parents traditionally pay for in the division of wedding cost.

Check-Out Activity Sheet

MAKING WEDDING ARRANGEMENTS
ANSWERS

1. What is the purpose of the wedding ceremony?

   The purpose of the wedding ceremony is to publicily announce that the man and woman joined in marriage belong to each other and no one else.

2. There are two basic kinds of ceremonies. Name them.

   --Religious
   --Civil

3. List three reasons for a honeymoon or a wedding trip.

   --A time to begin learning the new roles of husband and wife
   --A time to rest
   --A time to be alone
   --A time for beginning an intimate sexual relationship

4. List six types of arrangements that have to be made in preparation for the wedding.

   --Setting the wedding date.
   --Planning and arranging for the wedding according to type, size, and place.
   --Make a guest list.
   --Choosing the attendants.
   --Planning the reception.
   --Choosing the wedding attire for all involved.
   --Selecting household items and accessories.
   --Arranging for living quarters.
   --Consulting the clergyperson or other person to perform the ceremony.
   --Applying for the marriage license.
   --Ordering and sending out the invitations.
   --Submitting a wedding announcement to the local newspaper(s).
   --Making arrangements for a photographer.
   --Arranging for a premarital examination.
   --Arranging for the rehearsal and/or dinner.
   --Making arrangements for the music.
   --Buying gifts for the attendants.
   --Ordering the wedding cake.
   --Ordering the flowers.
   --Ordering the wedding rings.
   --Writing "thank-you" notes.
   --Packing for the honeymoon or wedding trip.

5. List five things the bride traditionally pays for in the division of wedding cost.

   --Her trousseau
   --Wedding ring for the groom

Check-Out Activity Sheet

MAKING WEDDING ARRANGEMENTS
ANSWERS
Page 2

--Wedding gift for the groom
--Gifts for the bride's attendants
--Personal stationery
--Her premarital examination

NOTE: If the bride is financially independent, she may assume any other of her family's traditional responsibilities.

6. List five things the groom traditionally pays for in the division of wedding cost.

--Bride's engagement and wedding rings
--Gift for the bride
--His premarital examination
--Bride's bouquet and going-away corsage
--Boutonnieres for the men of the wedding party
--Flowers for the two mothers
--Gloves, ascots or ties for the men in the wedding party
--Gifts for the ushers and best man
--Accommodations for the best man and ushers
--Fee for the clergy
--Flowers to the bride's mother after the wedding accompanied by a warm "thank-you" note
--The honeymoon or wedding trip

7. List five things the bride's parents traditionally pay for in the division of wedding cost.

--Wedding invitations and announcements
--Engagement and wedding photographs
--Rental for church
--Fees for the organist, soloist, etc.
--Aisle carpet
--Flowers for the church
--Bridesmaids' bouquets and flower/hat headdress
--Transportation for bridal party from house to church and to reception
--Bridesmaids' luncheon
--Entire cost of the reception

Evaluator's Final Checklist

MAKING WEDDING ARRANGEMENTS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

Instructor's Guide Sheet Module HD-21

METHODS OF BIRTH CONTROL

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is in this manual, OR you may want to write your own.)

CONTENTS OF MODULE

Student Information . . . Activity

BIRTH CONTROL METHODS 1

Student Self-Check

BIRTH CONTROL 3
ANSWERS 3

Evaluator's Final Checklist

METHODS OF BIRTH CONTROL. 5

Check-Out Activity Sheet

BIRTH CONTROL METHODS . . . . 5 Instructor's
ANSWERS . . . . 5 Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Birth control 2

Guidance Associates, "Family Planning Today," Filmstrip #2, (two filmstrips with cassette tapes and records).

METHODS OF BIRTH CONTROL

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
1	Discuss the Student Information, BIRTH CONTROL METHODS, as a class or in small groups. Allow the students to ask questions. Have the students read about birth control in one or more of the references listed or that are available.	ADDITIONAL REFERENCES Landis: Your Marriage and Living, Prentice-Hall, Inc. pp. 126-128. OR Landis and Landis: Building a Successful Marriage, Prentice-Hall, pp. 242-240 OR Riker and Riker: Finding My Way, Charles A. Bennett Publishing Co., pp. 168-187. (low reading level) OR Ryder: Contemporary Living, Goodheart-Wilcox Publishing Co., pp. 242-243.	
	Order pamphlets from Planned Parenthood to have as resource materials for the students.	PAMPHLETS from Planned Parenthood: (1) "Ways to Chart Your Fertility Pattern" (2) "Birth Control--All the Methods..." (3) "Basics of Birth Control" (4) "The ABC's of Birth Control" (5) "Sterilization for Women" (6) "All About Vasectomy"	
2	View the filmstrips before using in the classroom. Allow the entire class to view the filmstrip. Use other applicable audio-visuals if the recommended filmstrip is not available. As a class, discuss the information provided in the AV.	--Filmstrip projector --Cassette tape or record player --Projection screen --Filmstrip: "Family Planning Today," Filmstrip#2. (One of a two filmstrip set with two cassette tapes and two records).	

METHODS OF BIRTH CONTROL

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
3	Student Self-Check		
4	FHA/HERO Have the student(s): Invite a nurse or a person from Planned Parenthood or the local health department to speak to the FHA/HERO members in a chapter or sectional meeting. Ask him/her to explain the methods of birth control and display birth control methods or show a film.		
5	Select questions from the Check-Out Activity Sheet for each student's check out activity or for the entire class. Or, make up pertinent questions. Answers for the questions on the Check-Out Activity Sheet are provided in this manual. The test may be given orally, especially when working with a slow reader. Use the Evaluator's Final Checklist for checking each student out.	Selected questions from the Check-Out Activity Sheet, BIRTH CONTROL METHODS. A Master Copy of the Evaluator's Final Checklist.	

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EXTENDED LEARNINGS

Encourage the student(s) to:

--Research references for more information and facts about birth control methods. Have them report their findings to you.

--Bring in newspaper and magazine articles about contraceptives. Have them share the articles with the class.

--Research one or more of the following careers: social worker, doctor, nurse, health educator.

SUGGESTED LETTER TO PARENTS

* *

Directions to the Instructor: South Carolina school districts vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parental permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

* *

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at __________ between the hours of ________ and _______.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

____
Home Economics Teacher

____
Parent's Signature of Approval/Date

Check-Out Activity Sheet

BIRTH CONTROL METHODS

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in this module.

* *

Directions: Write the answers in the blanks provided to complete each statement. Give the sheet to your instructor when you are finished. You must check out with 80% accuracy.

1. A thin, cup-shaped rubber device inserted into the vagina to cover the cervix is called a ______________.
2. The surgical procedure involving the cutting and tying of the fallopian tubes is called ______________________ ______________________.
3. Ovulation is inhibited by ____________________ _________________________.
4. The expulsion of the embryo from the uterus to end a pregnancy is called _______________.
5. Abstaining from intercourse during the time of month when a woman ovulates is the ______________ method.
6. Abstaining from intercourse during ovulation as indicated by the temperature recorded is the _____________ method.
7. Another name for birth control is _______________________.
8. Removing the penis from the vagina before ejaculation is called _________________.
9. A natural method of birth control in which the mucous change is recorded for a period of time is called the ___________________ method.
10. A birth control device which covers the erect penis with a rubber sheath is called the ______________________.
11. A device which is inserted into the uterus for an indefinite period is called _________________ ____________.
12. A vaginal foam or suppository used to kill the sperm is a _______________.
13. The vas deferens are cut and tied to prevent the release of sperm in a ______________________.
14. Refraining from sexual intercourse is called ____________________.

Check-Out Activity Sheet
ANSWERS
BIRTH CONTROL METHODS

Directions: Write the answers in the blanks provided to complete each statement. Give the sheet to your instructor when you are finished. You must check out with 80% accuracy.

1. A thin, cup-shaped rubber device inserted into the vagina to cover the cervix is called a diaphragm.
2. The surgical procedure involving the cutting and tying of the fallopian tubes is called tubal ligation.
3. Ovulation is inhibited by the pill or oral contraceptives.
4. The expulsion of the embryo from the uterus to end a pregnancy is called abortion.
5. Abstaining from intercourse during the time of month when a woman ovulates is the rhythm Method.
6. Abstaining from intercourse during ovulation as indicated by the temperature recorded is the temperature method.
7. Another name for birth control is contraception.
8. Removing the penis from the vagina before ejaculation is called withdrawal.
9. A natural method of birth control in which the mucous change is recorded for a period of time is called the ovulation method.
10. A birth control device which covers the erect penis with a rubber sheath is called the condom.
11. A device which is inserted into the uterus for an indefinite period is called the intrauterine device (IUD).
12. A vaginal foam or suppository used to kill the sperm is a spermicide.
13. The vas deferens are cut and tied to prevent the release of sperm in a vasectomy.
14. Refraining from sexual intercourse is called abstinence.

Evaluator's Final Checklist

METHODS OF BIRTH CONTROL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

MAKING MARITAL ADJUSTMENTS

CONTENTS OF MODULE

Student Information — Activity

GUIDELINES FOR MAKING MARITAL AJUSTMENTS 2

DOMESTIC VIOLENCE 3

Student Self-Check

MARITAL ADJUSTMENTS 5

ANSWERS. 5

Evaluator's Final Checklist

MAKING MARITAL ADJUSTMENTS 7

Check-Out Activity Sheet

MAKING MARITAL ADJUSTMENTS . . . . 7 Instructor's Manual

ANSWERS. 7 Instructor's Manual

MAKING MARITAL ADJUSTMENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board or have the student(s) make one.	--Bulletin board supplies	
1	Divide the class into small groups. Have them brainstorm reasons for marital conflicts.		
2	As a large group, discuss the Student Information, GUIDELINES FOR MAKING MARITAL ADJUSTMENTS.		
3	Have the students bring in articles from newspapers and magazines about domestic violence and the various resources available for combating spouse abuse, etc.		
4	Invite resource persons--a director of a spouse abuse center, a representative from the local Comprehensive Care Center, a marriage counselor, a clergyperson, a formerly abused spouse--to serve on a panel. Have them tell about handling marital conflicts, adjustments in marriage, domestic violence, and when to seek help. Encourage the students to ask questions.		

MAKING MARITAL ADJUSTMENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	As an alternate activity, student(s) may read and discuss the information in the reference, if available.	ADDITIONAL REFERENCE Landis and Landis, Building A Successful Marriage. Englewood Cliffs, NJ: Prentice-Hall, 1977. --Chapter 15, "Sexual Adjustment in Marriage," pp. 267-284. --Chapter 16, "In-Laws and Marriage Adjustment," pp. 287-303. --Chapter 17, "Religious Attitudes and Marriage," pp. 307-314. --Chapter 18, "Finances and Adjustments in Marriage," pp. 317-335.	
5	Student Self-Check		
6	FHA/HERO Have the student(s): --Sponsor a "Marriage Seminar" for married and/or engaged students. The seminar could be divided into a series of classes on such topics as: (1) Sexual adjustment in marriage (2) Financial adjustment and budgeting (3) Planning and rearing a family		

MAKING MARITAL ADJUSTMENTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	(4) Adjustments with in-laws A qualified resource person could be asked to speak or do a presentation on each topic, or a panel of persons could be assigned to each of the classes. The classes could be held one night a week for a specified number of weeks.		
7	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided. Use the Evaluator's Final Checklist to check each student's performance.	--Selected questions from the Check-Out Activity Sheet, MAKING MARITAL ADJUSTMENTS. —Master Copy of the Evaluator's Final Checklist.	

MAKING MARITAL ADJUSTMENTS

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore one of the following careers: marriage counselor, sociologist, psychiatrist, director of a spouse abuse center, etc.

--Read more about making marital adjustments in other references. (A reference list is provided in this manual.)

--Visit a spouse abuse center if possible. Have them report their findings to the class.

--Research resources available in the community for marriages that need help, such as marriage enrichment labs, church groups, private counseling workshops, etc. Have them report their findings to the class.

REFERENCE LIST -- MAKING MARITAL ADJUSTMENTS

Bach, George R. and Peter Wyden. The Intimate Enemy: How to Fight Fair in Love and Marriage. New York: William Morrow and Company, 1969.

Blood, Robert O. Jr. and Donald M. Wolfe. Husbands and Wives. New York: The Free Press, 1960.

Bowman, Henry A. and Graham B. Spanier. Modern Marriage. New York: McGraw-Hill Book Company, 1978.

Crosby, John F. Illusion and Disillusion: The Self in Love and Marriage. Belmont, CA: Wadsworth Publishing Company, 1976.

Thorman, George. Family Violence. Springfield, IL: Charles C. Thomas, 1980.

Check-Out Activity Sheet

MAKING MARITAL ADJUSTMENTS

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following questions.

1. List four marital adjustments that newly married couples may have to make.
2. List five guidelines for making marital adjustments.
3. ______________________ refers to the physical and mental abuse of the wife or husband by the other spouse.
4. List two major reasons for domestic violence.
5. Name two persons who can often be very helpful in providing advice for adjusting to married life.

Check-Out Activity Sheet

ANSWERS
MAKING MARITAL ADJUSTMENTS

1. List four marital adjustments that newly married couples may have to make.

   --The beginning of an intimate sexual relationship
   --Shared finances and budgeting
   --Having in-laws
   --Family planning and child rearing
   --Learning to understand self as well as the other spouse
   --Religious difference

2. List five guidelines for making marital adjustments.

   --Accept each other's individual differences.
   --Realize that both partners have got to give and take in the marriage.
   --Practice open communication, both verbal and nonverbal.
   --Practice active listening.
   --Show appreciation for each other by sincere compliments, praise, and thoughtfulness.
   --Learn to laugh with each other.
   --Develop realistic expectations for marriage.

3. Domestic violence refers to the physical and mental abuse of the wife or husband by the other spouse.

4. List two major reasons for domestic violence.

   --A lack of communication
   --The inability to adjust to marriage and the responsibilities for a spouse and/or children
   --Inability to cope with conflict in relationships in a healthy way
   --A lack of self-control

5. Name two persons who can often be very helpful in providing advice for adjusting to married life.

   --Marriage counselors
   --Clergypersons
   --Parents

Evaluator's Final Checklist

MAKING MARITAL ADJUSTMENTS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

OBSERVING TRADITIONS IN THE FAMILY

CONTENTS OF MODULE

Student Information Activity

FAMILY TRADITIONS 1

STUDENT WORKSHEET FOR PLANNING A TRADITIONAL FAMILY CELEBRATION 5

Student Self-Check

FAMILY TRADITIONS 3

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Evaluator's Final Checklist

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Check-Out Activity Sheet

FAMILY TRADITIONS . . . . 7 Instructor's Manual

ANSWERS . . . . 7 Instructor's Manual

OBSERVING TRADITIONS IN THE FAMILY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1-2	Divide the class into groups or partners to brainstorm family traditions that their families have. After brainstorming, have them compare present traditions with those of past generations. See if they can determine why the traditions have changed.		
3	Student Self-Check		
4	Provide references for the students to use to get ideas for inexpensive decorations, foods, games, traditions and folklore, and holiday themes for family events. This activity could be a home-work assignment over a period of a week. OR, provide magazines and newspapers for students to find ideas for holidays and family events. (Have the students bring magazines and newspapers in.) Allow the students to share ideas from their files.	--Books containing information about holidays and special occasions can be checked out of the school or local library. --Elementary teachers may have books and resources that you could borrow. —Magazines —Newspapers	
5	Give each student a holiday or family event and an actual situation or one of the case situations from the listing in this manual. Have each student use the file compiled for Learning	--Master Copy of Student Information, STUDENT WORKSHEET FOR PLANNING A TRADITIONAL FAMILY CELEBRATION.	

OBSERVING TRADITIONS IN THE FAMILY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Activity #4 to plan a family celebration with children helping to prepare for it. Check each student's plan.	--Selected Case Situations are provided in this manual.	
6	FHA/HERO Have the student(s): --During a playschool help the children make decorations and decorate a room using traditional ideas for a specified holiday. --Start a tradition of having an annual party for a group of children (orphanage or disadvantaged and handicapped children) or a group of elderly people. --Start a tradition of having an annual banquet for parents and members. --Compile a booklet of holiday parties for children. Distribute to parents at a PTO meeting. --Sponsor an "Heirloom Workshop." Heirlooms of all kinds could be displayed. Then each person could relate stories about his/her heirloom. Each person could plan and produce his/her own potential heirloom, i.e., a white satin ring pillow planned to be used by sisters in their weddings, a piece of furniture, a quilt.		

OBSERVING TRADITIONS IN THE FAMILY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	Objective (1) Provide a test for each student's check-out using questions from the Check-Out Activity Sheet, provided in this manual. Answers to the questions are provided in this manual. Objective (2) Have the students use the plan developed in Learning Activity #5 for checking out of this objective. Use the Evaluator's Final Checklist for checking each student's performance.	Objective (1) —Selected questions from the Check-Out Activity Sheet, FAMILY TRADITIONS. Objective (2) —Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Interview a grandparent or an older member of the community and list his/her memories of family traditions. Have them share findings with the class.

—Make a card file of special activities and/or decorations for holidays and seasons of the year.

--Help in planning and carrying out a large traditional celebration for their family.

--Help a disabled and/or elderly person plan and get ready for a celebration for friends and family.

--Find out how a tradition in their family originated. Have them tell the class about the tradition or custom. Discuss the ways the members of their family help to preserve the tradition.

OBSERVING TRADITIONS IN THE FAMILY

TEACHER'S NOTES

--Research the customs and traditions in another country which seem interesting or strange. Have them report their findings to you.

--Explore the career of a curator of a museum, a folklore specialist, or a history teacher.

****

Directions to the Instructor: Choose a case situation from this listing for each student. OR, develop a pertinent case situation that is not in this listing. Assign a particular holiday or tradition to match the case situation.

****

1. Mr. and Mrs. Jackson have three children, two girls - ages fifteen and five - and a boy, age eight. Mrs. Jackson's parents live forty-five miles away, and Mr. Jackson's father lives ten miles away. Both parents work outside the home during the day. They live in a large three bedroom home with a small yard.

2. Mr. and Mrs. Parks have four children, two boys - ages twelve and six, and two girls - ages ten and eight. Both sets of grandparents live more than five hundred miles away. Mr. Parks works at night and Mrs. Parks is a full time homemaker. They have a four bedroom home with a large yard.

3. Mrs. James and her two children live in a two bedroom apartment. The children are both girls - ages five and seven. Mrs. James' grandmother visits often for several days at a time. Mrs. James is a nurse at a local hospital.

4. Mr. and Mrs. Hayes have two children, a boy who is twelve and a girl, nine. Mr. Hayes' father is disabled, and Mrs. Hayes care for him and her own mother. Both live with them. They live in an older home in town that has four bedrooms and a large, unfinished basement. Mrs. Hayes cares for two preschool children at home and Mr. Hayes is a fireman.

5. Mr. and Mrs. Blake have one son, age three. They live in a small apartment near both their parents. Mrs. Blake works in a department store and Mr. Blake is an electrician.

6. Mr. Thomas and his wife recently divorced. His two sons visit him every other weekend. He lives in a two bedroom apartment not far from his parents. He is a factory worker.

7. Mr. and Mrs. Palmer have two married sons who live in a nearby town. They have a fifteen-year-old girl and a thirteen-year-old boy at home. They live in a large house in town with a small yard. Mrs. Palmer is a teacher's aide and Mr. Palmer is a fireman. Mr. Palmer's mother lives down the street and Mrs. Palmer's parents visit on special holidays.

8. Mr. and Mrs. Taylor have two boys, ages two and eight. Both their parents live about one hundred miles away. The Taylors live in a mobile home with three bedrooms. He is a salesman, and she does not work away from home.

Student Information

STUDENT WORKSHEET FOR PLANNING A TRADITIONAL FAMILY CELEBRATION

Directions: Plan a family celebration in which a child or children will help to prepare for it. To do this, supply the information for each point listed below. Have your instructor to check your plan when you have completed it.

1. Family celebration:
2. Theme for the event:
3. Location:
4. Time:
5. Number of persons to attend:
6. Age of persons to attend:
7. Games:
8. Music or records:
9. Foods and refreshments:
10. Customs and traditions:
11. Decorations:
12. Materials and equipment needed for making the decorations:
13. Amount of money needed:

14. Schedule of responsibilities: Make a list of responsibilities (tasks) for the family celebration. Place a check (✓) in the columns to the right under the name of the person responsible for getting the task done.

Responsibilities	Adult:	Child:	Child:
1.			
2.			
3.			

Check-Out Activity Sheet

FAMILY TRADITIONS

****

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

Directions: Answer the following questions.

1. What are family traditions?
2. Name five things a family's traditions may be based on.
3. Name three everyday customs that are traditional in some families.
4. Name four seasonal or holiday activities that are traditional in some families.
5. List five reasons that family traditions are important.

Check-Out Activity Sheet

ANSWERS
FAMILY TRADITIONS

1. What are family traditions?

   Family traditions are established customs, practices, and/or beliefs that a family observes and finds a special meaning in.

2. Name five things a family's traditions may be based on.

   --Religious beliefs
   --Special family events
   --Holidays
   --Seasons
   --Daily routines and weekly routines

3. Name three "everyday" customs that are traditional in some families.

   --Attending church, synagogue, or temple.
   --Saying "grace" before each meal.
   --A special way to answer the telephone.
   --A special family night during the week.
   --A certain day of the week for a special meal such as Sunday breakfast or dinner.
   --Bedtime stories read by a parent or other family member.
   --Special morning, afternoon, or bedtime greetings.
   --A certain "wash day" or "cleanup day."

4. Name four seasonal or holiday activities that are traditional in some families.

   --Special activities for cold, snowy winter days such as popping corn or doing art projects.
   --Planting flower bulbs indoors for a special early January or February "spring."
   --Seasonal activities such as berry picking or preserving garden vegetables in the summer or having a hickory nut hunt during the fall.
   --A special "spring break" activity such as a fishing or camping trip.
   --Family vacation trips planned for all family members.
   --Sports events for one or more family members such as Little League, etc.
   --Routine maintainence of home and yard, such as planting flowers, cutting the lawn on Saturday morning, watering flowers daily, raking leaves in the fall.
   --Special celebrations for family birthdays.
   --Celebrations for special holidays or religious or cultural events such
   as: New Year's Eve and Day
   Valentine's Day
   President's Day
   St. Patrick's Day
   Easter
   Mother's Day
   Father's Day

Fourth of July
Memorial Day
Labor Day
Halloween
Thanksgiving
Chanukah
Christmas
Passover Observance
Seder

5. List five reasons that family traditions are important.

--Provide a family with opportunities to do things together.
--Provide a family with something to depend on and look forward to.
--Help each family member feel a "part" of the family.
--Help each family member know what kinds of activities the family really enjoys.
--Provide an opportunity for the extended family to get together.
--Provide an opportunity for each family member to be creative.
--Provide pleasant memories.
--Help a family work toward a common goal which strengthens the family.

Master Copy

Evaluator's Final Checklist

OBSERVING TRADITIONS IN THE FAMILY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )
(2) In assisting a child or children in preparing for a family celebration, the student:			
a. Gave the child or children specific responsibilities	( )	( )	( )
b. Gathered the materials and equipment together	( )	( )	( )
c. Helped the child or children perform the assigned responsibilities	( )	( )	( )

PLANNING ENRICHMENT ACTIVITIES FOR THE FAMILY

CONTENTS OF MODULE

Student Information — Activity

HOLDING A FAMILY MEETING 1
PLANNING ENRICHMENT ACTIVITIES FOR THE FAMILY 2
PLANNING A VACATION 3
SELECTING MEDIA FOR THE FAMILY 5
STANDARDS FOR JUDGING TELEVISION PROGRAMS (AND OTHER MEDIA) FOR CHILDREN 7

Student Self-Check

ACTIVITIES FOR THE FAMILY 4
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Evaluator's Final Checklist

PLANNING ENRICHMENT ACTIVITIES FOR THE FAMILY 9

Check-Out Activity Sheet

CASE SITUATIONS . . . . 9 Instructor's Manual
STUDENT WORKSHEET FOR PLANNING AN ENRICHMENT ACTIVITY FOR THE FAMILY . . . . . . 9 Instructor's Manual

PLANNING ENRICHMENT ACTIVITIES FOR THE FAMILY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Divide the class into small groups representing a family. Have the groups role play holding a family meeting. Prepare a bulletin board. Borrow a book on parliamentary procedure from the library. Teach the students the basic rules for parliamentary procedure. Have the students practice as a large group.	 --Bulletin board supplies	
2	In small groups or as a class, have the students brainstorm work and leisure time activities that the family could do together for enrichment.		
3	As a large group or in small groups, the students could discuss their experiences in planning a vacation whether it be at home or away from home.		
4	Student Self-Check		
5	Have the student(s) read about selecting media for the family in other references.	ADDITIONAL REFERENCE Ames, *Child Care and Development*, pp. 186-188. New York: J.B. Lippincott Company, 1979 edition.	

PLANNING ENRICHMENT ACTIVITIES FOR THE FAMILY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Ask the local or school librarian to be a resource person for the class. Ask the person to tell about the services provided by the library and how to obtain such services.		
7	The standards for judging a television program can also be used to critique books and periodicals. Have the students share their critiques in small or large groups.		
8	FHA/HERO Have the student(s): --Invite a person from a travel agency to come to a sectional meeting to talk about planning a vacation. --Prepare a booklet called "Family Activites for Indoor and Outdoor Fun" that could be distributed at a PTO meeting. Include enrichment and fun activities that the whole family could enjoy. Ideas are provided in this manual. --Sponsor a "Family Fun Night" for a chapter social function.		

PLANNING ENRICHMENT ACTIVITIES FOR THE FAMILY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9	Be ready to provide a case situation for each student's check-out activity. Or, let the student plan an enrichment activity for his/her own family.	--Master Copy of the Check-Out Activity Sheet, STUDENT WORKSHEET FOR PLANNING AN ENRICHMENT ACTIVITY.	
	You may choose to use the case situations from the Check-Out Activity Sheet, in this manual. OR, you may make up your own.		
	Provide each student a copy of the Check-Out Activity Sheet, STUDENT WORKSHEET FOR PLANNING AN ENRICHMENT ACTIVITY, or have the students write their answers on note-book paper.		
	Use the Evaluator's Final Checklist for checking the students out.	--Master Copy of the Evaluator's Final Checklist.	

PLANNING ENRICHMENT ACTIVITIES FOR THE FAMILY

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Plan a family activity which they could organize and manage, i.e., Sunday breakfast, a skating party, a birthday party, etc.

--Make a list of places to go in the community and activities that a family can enjoy as a group. Have them include inexpensive activities such as fishing, going to a museum, having a picnic, etc.

--Help with planning a family trip or a vacation.

--Select an appropriate periodical or a record to give a person as a Christmas or birthday gift.

--Visit a travel agency.

--Consult one week's television listings and make out a schedule of the most valuable programs for a five-year-old and for a ten-year-old. For each program students select, have them name another one being shown at the same time that they feel would be least valuable to each child. Have the students give brief explanations for their choices.

FAMILY ACTIVITIES FOR INDOOR AND OUTDOOR FUN

Activities for Young Children to do with Family Members

1. Feather blowing contest
2. Egg rolling contest
3. Rhythm Band from household items
4. Puppet show
5. Beanbag toss
6. Table games such as Lottos, puzzles
7. Clay sculptures
8. Building sand castles
9. Neighborhood games such as "Flying Dutchman," "Mother May I," "Ring Around the Rosy," "In and Out the Window," "Mulberry Bush," and "Drop the Handerchief"
10. Nature hike
11. Baking cookies
12. Decorating for a holiday
13. Gardening
14. Guessing games such as "I Spy" and "Doggie, Doggie, Where's Your Bone"
15. Clean-up activities such as washing dishes
16. Raking leaves
17. Swimming
18. Making pebble people
19. Making clover chains for necklaces
20. Making a grass whistle

Activities for Older Children and Adults

1. Nail driving contest
2. Washer throwing contest
3. Throwing horseshoes
4. Scavenger hunt
5. Bubblegum blowing contest for largest bubble
6. Carving soap
7. Whittling wood
8. Badmitton
9. Volleyball
10. Softball, T-ball, or baseball
11. Basketball
12. Card games
13. Jump rope games
14. Table games
15. Collections, such as coin, stamp, rock
16. Neighborhood games such as "Kick the Can" and "Hide and Seek"
17. Hiking
18. Camping
19. Canoeing
20. Biking

Check-Out Activity Sheet

CASE SITUATIONS

* *

Directions to the Instructors: Choose case situations from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent situations that are not in this listing. Be sure that the case situations relate to the Learning Activities provided in the module.

* *

1. Mr. and Mrs. Rogers have two children, Susan, age eight, and Tim, age thirteen. They have a week planned for a vacation. They love traveling, camping, swimming, and visiting historical places.

2. John and Alice Adams have four children; three are teenagers and one is six years old. They have a long weekend coming up. The teenagers enjoy sports and music. The six-year-old enjoys playing with children his age.

3. Carrie Jones is a single parent. She has twin sons, age seven. She wants to plan for several enriching experiences for her sons. The family income is minimal.

Check-Out Activity Sheet

STUDENT WORKSHEET FOR PLANNING AN ENRICHMENT ACTIVITY

Directions: Complete the following worksheet for the actual or case situation provided by your instructor.

1. Type of activity:

2. Supplies, materials and equipment needed:

3. Ages of the family members who will participate in the activity:

4. Suggested time and location:

5. How will each family member be encouraged to participate?

6. How

6. How will each family member benefit from the activity?

7. What safety precautions will be taken?

8. What will activity cost?

9. Will any advanced plans need to be made, such as reservations for lodging, meal(s), special events?

10. Make a list of things that need to be done to prepare for the activity. Assign a family member to each task and a time that he/she will get the task done.

TASKS	FAMILY MEMBER	TIME

Evaluator's Final Checklist

PLANNING ENRICHMENT ACTIVITIES FOR THE FAMILY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When planning an enrichment activity for family members, the student:	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
a. Held a family meeting	( )	( )	( )
b. Planned an activity with consideration of age, interests, benefits, safety, length of time, and financial means	( )	( )	( )
c. Included a list of tasks, specific assignments, and a time for getting the tasks accomplished	( )	( )	( )
d. Included a list of supplies, materials, and equipment needed	( )	( )	( )

PROBLEMS WITH DRUGS AND ALCOHOL

CONTENTS OF MODULE

Student Information	Activity	
OPERATION AWARENESS	1	
HOW TO TREAT AND PREVENT DRUG ABUSE	4	
Student Self-Check		
DRUGS AND ALCOHOL	5	
ANSWERS	5	
Evaluator's Final Checklist		
PROBLEMS WITH DRUGS AND ALCOHOL	7	
Check-Out Activity Sheet		
DRUGS AND ALCOHOL	7	Instructor's
ANSWERS	7	Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: The use and abuse of drugs and alcohol. . . 2
Guidance Associates. "Me, Myself . . . And Drugs," (three filmstrips and three cassette tapes).

OR

Guidance Associates. "Drug Information." (four filmstrips, four records, and four cassette tapes).

RECOMMENDED REFERENCES

TOPIC: The use of drugs and alcohol. 1
Sasse, Person to Person, 1978 edition.

PROBLEMS WITH DRUGS AND ALCOHOL

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board or have the student(s) make one.	Bulletin board supplies	
1	Answers to the questions on Student Information, OPERATION AWARENESS, are provided in the pages following the Instructor's Guide Sheets for this module. You may want to divide the class into small groups to work on this Learning Activity. Also, you may want to have the students do some of the "Experiences in Human Relations" activities provided in the reference.	RECOMMENDED REFERENCE Sasse, Person to Person, pp. 80-98	
2	The purpose of this filmstrip is for reinforcement. If you will be having resource persons in LA #3, have the student omit this activity. View the filmstrip(s) before using in the classroom. Discuss the information about drugs and alcohol presented in the AV as a large group.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip set: "Me, Myself . . . And Drugs," (3 fs. 3 ct). OR "Drug Information," (4 fs, 4 ct., 4 lp).	
3	Invite resource persons in for an open workshop, which may last two days. Resource persons might include any of the following: --Former drug users/abusers --A person from Alcoholics Anonymous		

PROBLEMS WITH DRUGS AND ALCOHOL

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
3	--A person from Alateen or Al-Anon --A person from Narcotics Anonymous --A law officer who deals specifically with drugs and alcohol --A doctor --A lawyer --A pharmacist Provide each resource person with an outline of information needed by the students. An outline is included in this manual. NOTE: Before the workshop, have the students write down any questions they have to give to the resource persons prior to their presentations.	--Instructor's copy of the OUTLINE FOR OPEN WORKSHOP	
4	As a large group, discuss the Student Information, HOW TO PREVENT AND TREAT DRUG ABUSE. Allow students to ask questions. Close the activity by having a "swing around" to review facts learned about drugs and alcohol. Write to organizations for hand-outs and information about drugs and alcohol. Addresses are included in this manual.	--Instructor's copy of ORGANIZATIONS TO WRITE FOR INFORMATION ON DRUGS AND ALCOHOL	
5	Student Self-Check		
6	FHA/HERO Have the student(s): --Sponsor an Alcoholic Awareness or Drug		

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
6	Awareness week. Activities could include the following: (1) Film festival (2) School assembly featuring a recovering alcoholic or drug addict as the main speaker. (3) Resource center with pamphlets on the use and abuse of alcohol. --Campaign to encourage people in their school and community to quit smoking. Hand out "I QUIT" buttons. Call the campaign the "Great American Smoke Out Day." --Sponsor a puppet show to present to elementary school children on proper drug use. --Prepare a small bulletin called "HELP LINE," and post it on bulletin boards, etc. "HELP LINE" could list names, addresses, and telephone numbers for people seeking help to overcome the drug, smoking or alcohol habit. Also, resources available for helping family members cope with family drug users could be listed.		
7	Select questions from the Check-Out Activity Sheet for each student's check-out activity or make up questions. The test may be given orally, especially for slow readers. Answers to the questions on the Check-Out Activity Sheet are	--Selected questions from the Check-Out Activity Sheet, DRUGS AND ALCOHOL.	

PROBLEMS WITH DRUGS AND ALCOHOL

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
7	provided. Use the Evaluator's Final Checklist to check each student's performance.	--A Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore the career of a social scientist, pharmacist, law officer, or lawyer.

--Read and research information about the use of drugs and the effects drugs, alcohol, and smoking have on the human body.

Student Information

OPERATION AWARENESS

1. Define the term "drug."
   A drug is a chemical substance other than food that causes changes in the body. The changes caused by a drug may be beneficial or harmful.

2. Find the difference in the terms "drug use," "drug misuse," and "drug abuse" as described by the United States government.

   --Drug use is "taking a drug for its intended purpose, in the appropriate amount, frequency, strength, and manner."

   --Drug misuse is "taking a substance for its intended purpose, but not in the appropriate amount, frequency, strength, and manner."

   --Drug abuse is "deliberately taking a substance for other than its intended purpose, and in a manner that can result in damage to the person's health or ability to function."

3. There are two types of drug addiction: physical and mental. Describe each.

   --Physical addiction indicates that the body has undergone chemical changes and requires larger doses of the drug.

   --Mental addiction indicates that the body does not require the drug, but the person needs it for emotional security.

4. List common symptoms of physical addiction withdrawal.

   --dizziness
   --nausea
   --headaches
   --sweating
   --shaking
   --cramps

5. List common discomforts felt by a person who stops using a mentally addictive drug.

   --nervousness
   --irritability
   --mental distress

6. List the dangers of smoking.

   --Nicotine is believed by many scientists to be a cancer causing agent.
   --May cause heart problems
   --May cause emphysema
   --May cause other lung diseases

7. List common "withdrawal" symptoms when a person quits smoking.

   --May feel dizzy
   --May feel drowsy
   --May have chills
   --May have shakes
   --May have headaches
   --May have constipation
   --May have diarrhea
   --May show signs of nervousness
   --May be tense
   --May be short-tempered

8. How does alcohol affect the body?
   It first depresses the brain areas of judgment and reason. Then, it affects the emotional centers. Finally, it affects coordination and balance. The person may fall into a stupor.

9. Complete the following chart:

KINDS OF DRUGS		
Drugs	Effects On Body	Dangers Associated With Their Use
NICOTINE	--Changes the user's mood by giving a "lift" --Speeds up heart and breathing rates --Curbs the appetite --Influences reproduction	--Lung cancer --Heart problems --Lung diseases --Pregnant women have smaller babies
ALCOHOL	--Slows down the body processes: mental abilities and physical reactions.	--Accidents due to slowed reflexes and poor sense of judgment --Brain damage --Liver ailments --Malnutrition
DEPRESSANTS Barbituates Tranquilizers	--Calms the body --Relieves nervousness and insomnia --Used, under direction of a physician, to treat forms of epilepsy and high blood pressure	--Accidents due to poor judgment and slower reaction --Are addictive --Cause persons to be cross and quick-tempered

Drugs	Effects On Body	Dangers Associated With Their Use
STIMULANTS Cocaine Amphetamines	--Speed up the nervous system --Curb tiredness and sleepiness --Depress appetite --Increase heart rate --Raise the blood pressure	--Long-term mental illness --Death --Exhaustion --Malnutrition --Self-destructive depression --Hepatitis (from a contaminated needle)
NARCOTICS Opium and drugs made from it: heroine morphine paregoric codeine	--Slow down the body functions --Reduce hunger, thirst, and sex drive --relieves pain when taken under doctor's direction	--Are addictive --Severe withdrawal discomfort --Abusers resort to theft, prostitution, etc. --Malnutrition
HALLUCINOGENS LSD	--Rapid pulse and heart rate --Rise in blood pressure and temperature --Pupils dilate --Hands and feet may shake --Chills and shivering --Mental perception and reality become distorted	--Users may become mentally dependent --Panic reactions that can cause death --Mental illness
MARIJUANA	--Rapid heart beat --Lowers body temperature --Eyes redden --Mental distortions --Inflammation of mucous membrances and bronchial tubes	--Harmful to lungs --May cause mental dependence

10. List the reasons people use drugs.

--Negative self-concept
--Peer pressure
--Family influence
--Curiosity
--Escape

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OUTLINE FOR OPEN WORKSHOP

Pharmacist

--Point out the positive aspects of drugs.
--Caution students to take only medicines prescribed by a doctor.
--Denote the difference between prescription drugs and over-the-counter drugs.

Law Officer or Lawyer

--Point out the laws regarding the use of drugs.
--Point out the consequences of breaking the law.
--State the statistics of drug-related deaths and accidents.
--Tell how to identify drug use and abuse.

Representative from Alateen, Al-Anon, and/or Alcoholics Anonymous and Narcotics Anonymous

--Tell about the origin of the organization, its purpose, its services.

Former Drug User/Abuser

--Point out the reason(s) for taking drugs.
--Tell about decision to stop taking drugs.
--Tell about "withdrawal."
--Tell about present personal feelings.

Doctor or Health Professional

--Identify drugs that are often abused.
--Tell how these drugs affect the body.
--Tell what the long-term results may be on the body after continued use of drugs (include tobacco and alcohol).

ORGANIZATIONS TO WRITE FOR INFORMATION ON DRUGS AND ALCOHOL

ALCOHOL

Alcoholics Anonymous
Box 459
Grand Central Station
New York, NY 10017

Al-Anon Family Group Headquarters, Inc.
P.O. Box 182
Madison Square Station
New York, NY 10010

American Red Cross (for the Alcohol Information Module)
c/o Youth Service Division
18th and East Streets, N.W.
Washington, D.C. 20006

Kentucky Alcoholism Council
629 North Broadway
Lexington, KY 40504

National Clearinghouse for Alcohol Information
Box 2345
Rockville, Maryland 20852

DRUG ABUSE

Narcotics Anonymous, Inc.
P.O. Box 344
Torrance, California 90501

National Clearinghouse for Drug Abuse
5600 Fishers Lane
Rockville, Maryland 20857

Pharmaceutical Manufacturers Association
1155 Fifteenth Street NW
Washington, D.C. 20005

Check-Out Activity Sheet

DRUGS AND ALCOHOL

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following questions.

1. Define the following words:
    a. Drug
    b. Drug use
    c. Drug misuse
    d. Drug abuse
    e. Withdrawal
    f. Drug addiction
2. List four reasons people use drugs.
3. The best treatment of the drug abuse problems is ______________________.
4. List four ways to help prevent drug abuse.
5. List four things you should do when drug abuse is suspected.
6. List five symptoms of drug abuse.

Check-Out Activity Sheet

ANSWERS
DRUGS AND ALCOHOL

1. Define the following words:
   a. Drug - a chemical substance other than food that causes changes in the body. The changes caused by a drug may be harmful or beneficial.
   b. Drug use - "taking a drug for its intended purpose, in the appropriate amount, frequency, strength, and manner."
   c. Drug misuse - "taking a substance for its intended purpose, but not in the appropriate amount, frequency, strength, and manner."
   d. Drug abuse - "deliberately taking a substance for other than its intended purpose, and in a manner that can result in damage to the person's health or ability to function."
   e. Withdrawal - the condition that exists in a person when he/she has stopped taking a drug after becoming dependent on it. Physical withdrawal symptoms include dizziness, nausea, headaches, sweating, shaking, and cramps. Mentally addicting drugs cause nervousness, crossness, and mental distress when one stops taking them.
   f. Drug addiction - becoming dependent on a drug

2. List four reasons people use drugs.
   --Negative self-concept
   --Peer pressure
   --Family influence
   --Curiosity
   --Escape

3. The best treatment of the drug abuse problems is prevention.

4. List four ways to help prevent drug abuse.
   --Teach young children the proper use of drugs.
   --Set a good example for children and young people.
   --Provide an environment of love and understanding.
   --Encourage physical and intellectual activities that focus on the health and well-being of the body and the mind.
   --Accept people for who they are.
   --Know about the growth and development of children.
   --Discipline with love.
   --Promote citizenship.

5. List four things you should do when drug abuse is suspected.
   --Do not panic.
   --Seek professional help such as that from a doctor, counselor.
   --Keep the lines of communication open.
   --Maintain a sense of trust.
   --Avoid stereotyping.
   --Avoid scare or threat tactics.

6. List five symptoms of drug abuse.
   Student Information, HOW TO PREVENT AND TREAT DRUG ABUSE, provides a list of symptoms for drug abuse. Any of these symptoms are acceptable answers for this question.

Evaluator's Final Checklist

PROBLEMS WITH DRUGS AND ALCOHOL

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

CONTINUING CHANGES IN THE HUMAN REPRODUCTIVE SYSTEMS

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (Sample letter to parents is provided following the instructor's guide sheets for this module.)

CONTENTS OF MODULE

Student Information	Activity
MEDICAL CHECKS OF THE FEMALE REPRODUCTIVE SYSTEM	1
CHANGES IN LATER LIFE	3
Student Self-Check	
MEDICAL CHECKS OF THE FEMALE REPRODUCTIVE SYSTEM	2
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Check-Out Activity Sheet	
CONTINUING CHANGES IN THE HUMAN REPRODUCTIVE SYSTEMS	6
ANSWERS	6

Instructor's
Manual

CONTINUING CHANGES IN THE HUMAN REPRODUCTIVE SYSTEMS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	As a large group, discuss the medical examinations for the female. Allow the students to ask questions. Order copies of the pamphlet about breast exams for the students to read. Prepare a bulletin board.	ADDITIONAL REFERENCE Hartman, Joan B, "Breast Exams--What You Should Know," National Cancer Institute. 1980 edition. Free	
2	Student Self-Check		
3	As a class, swing around questions about the changes in later life. OR Discuss the changes in later life in small groups.		
4	Student Self-Check		
5	FHA/HERO Have the student(s): --INVITE a gynecologist or a nurse from the local chapter of the American Red Cross to speak at a chapter meeting about the importance of physical examinations.		

CONTINUING CHANGES IN THE HUMAN REPRODUCTIVE SYSTEMS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	--MAKE a pamphlet or distribute a commercially-prepared pamphlet about physical examinations.		
6	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided following the guide sheets for this module. Use the Evaluator's Final Checklist to check each student's performance.	--Selected questions from the Check-Out Activity Sheet, CONTINUING CHANGES IN THE HUMAN REPRODUCTIVE SYSTEMS. --Master Copy of the Evaluator's Final Checklist	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore the career of a gynecologist.

--Visit a doctor for a physical examination.

--Offer patience and understanding to a friend or family member who is going through the change of life. Plan an activity with that person that will help to boost his/her morale.

SUGGESTED LETTER TO PARENTS

* *

Directions to the Instructor: South Carolina school districts vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parental permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

* *

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at __________ between the hours of __________ and __________.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

____
Home Economics Teacher

____
Parent's Signature of Approval/Date

Check-Out Activity Sheet

CONTINUING CHANGES IN THE HUMAN REPRODUCTIVE SYSTEMS

****

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****
****

Directions: Answer the following questions according to the instructions provided.

1. (True False) There are two types of breast examinations.

2. (True False) If a female is sexually active, she should have regular pelvic examinations.

3. (True False) Cervical cancer is the most common form of cancer among American women.

4. (True False) A person who specializes in the care of the female reproductive system is called an obstetrician.

5. (True False) The breast self-examination should be done annually.

6. (True False) The male change of life is called climacteric.

7. (True False) Both men and women may experience a type of menopause.

8. (True False) Pregnancy just before or during menopause involves less risk of problems for the mother and infant.

9. (True False) Contraceptives should be used for one year after a woman's last period to avoid pregnancy.

10. (True False) A man's general state of health, his attitude toward life, and his self-image will determine how he adjusts to the changes in middle age.

11. List three physical changes in the female during menopause.

12. List three psychological and emotional changes in the female during menopause.

13. List three physical changes in the male during climacteric.

14. List three psychological and emotional changes in the male during climacteric.

Check-Out Activity Sheet

ANSWERS

CONTINUING CHANGES IN THE HUMAN REPRODUCTIVE SYSTEMS

1. ([✓ True] False) There are two types of breast examinations.

2. ([✓ True] False) If a female is sexually active, she should have regular pelvic examinations.

3. (True [✓ False]) Cervical cancer is the most common form of cancer among American women.

4. (True [✓ False]) A person who specializes in the care of the female reproductive system is called an obstetrician.

5. (True [✓ False]) The breast self-examination should be done annually.

6. ([✓ True] False) The male change of life is called climacteric.

7. ([✓ True] False) Both men and women may experience a type of menopause.

8. (True [✓ False]) Pregnancy just before or during menopause involves less risk of problems for the mother and infant.

9. ([✓ True] False) Contraceptives should be used for one year after a woman's last period to avoid pregnancy.

10. ([✓ True] False) A man's general state of health, his attitude toward life, and his self-image will determine how he adjusts to the changes in middle age.

11. List three physical changes in the female during menopause.

--Headaches
--Dizziness
--Joint pains
--Heart palpitations
--Unusually tired
--Troubled sleep
--"Hot flashes"
--Unusual or irregular periods

12. List three psychological and emotional changes in the female during menopause.

--Feelings of not being needed or loved
--Feelings of loss due to the children leaving home
--Depression
--Irritability
--Feeling sexually unattractive
--May become anxious and frustrated
--May be critical of everyone and everything

Check-Out Activity Sheet
Module HD-26
ANSWERS
CONTINUING CHANGES IN THE HUMAN REPRODUCTIVE SYSTEMS
Page 2

13. List three physical changes in the male during climacteric.

- --May tire more easily
- --May lack energy
- --May experience occasional dizziness
- --Constipation
- --Urinary irregularities
- --Itching
- --Abnormally fast heart beat
- --Sexual difficulties

14. List three psychological and emotional changes in the male during climacteric.

- --Boredom with job
- --Fearful of loosing youth
- --Difficultly in accepting middle-age
- --Dissatisfaction with marriage and family

Evaluator's Final Checklist

CONTINUING CHANGES IN THE HUMAN REPRODUCTIVE SYSTEMS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

SEPARATION AND DIVORCE

CONTENT OF MODULE

Student Information	Activity	
TERMS TO KNOW	2	
DIVORCE	3	
DISCUSSION GUIDE ABOUT DIVORCE	4	
Student Self-Check		
MARITAL BREAK-UPS	8	
ANSWERS	8	
Evaluator's Final Checklist		
SEPARATION AND DIVORCE	10	
Check-Out Activity Sheet		
SEPARATION AND DIVORCE	10	Instructor's Manual
ANSWERS	10	Instructor's Manual

RECOMMENDED REFERENCES

TOPIC: Divorce 3

Sasse, Person to Person, 1980 edition.

TOPIC: Aspects of divorce and the adjustments that are made 4

Sasse, Person to Person, 1980 edition.

TOPIC: Children and divorce 6

Sasse, Person to Person, 1980 edition.

SEPARATION AND DIVORCE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board or have the student(s) make one.	--Bulletin board supplies	
1	Divide the class into small groups to brainstorm reasons for divorce. Have each group share their group's ideas. Some reasons included may be: --cruelty --desertion --neglect --adultery --nonsupport by the husband --habitual drunkenness		
2	You may want to go over the Student Information, TERMS TO KNOW, with the students so that each term is reviewed or explained further.		
3	Answers for the Student Information, DIVORCE, are provided in this manual. You may want to use one of the "Experiences in Human Relations" activities in Person to Person by Sasse.	RECOMMENDED REFERENCE Sasse, Person to Person, pp. 298-306. Sasse, Person to Person: --"Attitudes Toward Divorce," pp. 300-301. OR --"Values and Divorce," pp. 302-303. OR --"Divorce Laws," pp. 305-306.	

SEPARATION AND DIVORCE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	After the students have read the recommended (or additional) reading, have them discuss Student Information, DISCUSSION GUIDE ABOUT DIVORCE.	RECOMMENDED REFERENCE Sasse, Person to Person, pp. 306-312.	
5	Invite speakers to participate in an open workshop about separation and divorce. The workshop could take two or more days of class time. Resource persons could include any of the following: --a social worker --a marriage and divorce counselor --a lawyer --a representative of Parents Without Partners or a local divorce group (church) --a clergyperson (or several) --a psychotherapist --a family court judge Give each speaker an outline of the information you want them to provide in the specified amount of time.	--Instructor's Copy of SAMPLE OUTLINE FOR RESOURCE PERSONS PARTICIPATING IN THE OPEN WORKSHOP, provided in this manual.	
6	You may have the students to read more about children and divorce in additional references.	RECOMMENDED REFERENCE Sasse, Person to Person, pp. 310-311. ADDITIONAL REFERENCES Landis, Your Marriage and Family living, pp. 432-439. New York: McGraw-Hill Incorporated, 1977.	

SEPARATION AND DIVORCE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6		OR Landis and Landis, Building a Successful Marriage, pp. 370-376. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.	
7	Invite a panel of five divorcees who have children (one or two of the divorcees could be remarried) to talk to the class about the effects of divorce and/or remarriage on children. (You may want to include a child of a divorce and remarriage.) Encourage the students to ask questions. You may want to show one or more of the suggested filmstrips about children in crisis (divorce and separation). OR, other applicable AV. Discuss the content of filmstrip(s) with the students.	—Filmstrip projector —Record or cassette tape player —Projection screen —Filmstrip set: Parents' Magazine Films, Children In Crisis, Set 2: "Divorce and Separation," (five filmstrips, one record, or three cassette tapes).	
8	Student Self-Check		
9	FHA/HERO Have the student(s): --Invite a marriage and divorce counselor (or a family counselor) to speak to the members about ways troubled families can be helped to solve problems.		

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SEPARATION AND DIVORCE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9	--Survey the local phone directory and list places a family and/or a family member could seek counseling services. Duplicate and distribute the listing in the community.		
10	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided in this manual. Use the Evaluator's Final Checklist to check each student's performance.	--Selected questions from the Check-Out Activity Sheet, SEPARATION AND DIVORCE. --Master Copy of the Evaluator's Final Checklist.	

SEPARATION AN DIVORCE

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Make a special study of the divorce laws in their state listing the grounds which are legal, the conditions which must be met, the defenses to divorce action, and the terms of the divorce action, and the terms of the divorce. Have them report their findings to the class.

--Explore one of the following careers:
marriage and divorce counselor, lawyer, sociologist, psychotherapist, family court judge, social worker.

--Interview a local attorney to determine divorce laws in state. Have them share their interview recordings with the class.

--Find out more about marriage counseling, divorce counseling, and groups for divorcees by contacting agencies specializing in those problems. (A list of resources for divorce counseling is provided in this manual).

--Read more about divorce and its effects on the ex-partners and their families. A list of references about divorce is provided in this manual.

Student Information

DIVORCE

1. According to recent studies, the divorce rate is one divorce in every two marriages.

2. Other studies show that one-half of all divorces take place within the first six years of marriage.

3. If a marriage does not end in divorce during the early years.
when is another time it is most apt to occur?
When the children begin to leave home.

4. (True/False) Studies show that the younger the partners were when they married, the more likely the marriage is to end in divorce.

5. Divorce occurs in all types of groups of people: young and old, wealthy and poor, urban and rural societies, races, religions, etc. However, certain particular groups are more apt to divorce than others. List the groups.
--Couples who marry while in their teens
--Marriages when the bride was pregnant before marriage
--Couples with less education and money
--Couples with mixed or no religious ties

6. List the legal basis or "grounds" for divorce
--Adultery
--Mental or physical cruelty
--Impotence
--Desertion
--Insanity

SAMPLE OUTLINE FOR RESOURCE PERSONS PARTICIPATING IN THE OPEN WORKSHOP

1. Social Worker
   a. Explain the role of the social worker in a case that involves counseling a family going through a separation and/or divorce.
   b. Discuss child welfare--the effects divorce has on children.

2. Marriage and Divorce Counselor
   a. Explain the role of the marriage and divorce counselor in a case that involves counseling a family going through a separation and/or divorce.
   b. Discuss the reasons for securing a divorce.
   c. Discuss the adjustment period after the divorce, such as the periods of loneliness and self-doubt.
   d. Discuss the need to find a new identify as a single person after the divorce.

3. Lawyer or Family Court Judge
   a. Discuss the rights and obligations of each spouse in a divorce or a separation case.
   b. Explain the many laws that are involved in dissolving a marital relationship.
   c. Explain the legal consequences of ending a marriage.
   d. Discuss the cost of getting a divorce and the time period for finalizing it.
   e. Tell about determining the custody of the children.
   f. Define the terms "adversary divorce" and "no-fault divorce."
   g. Tell about conciliation courts.

4. A Representative from Parents Without Partners (or a local divorce group)
   a. Discuss coping with divorce.
   b. Discuss the beginning of a differnet type of social life, the problems sometimes encountered, etc.
   c. Discuss financial planning, day care, etc.
   d. Discuss going back to school, especially for women who do not have any job training.
   e. Explain the purpose of the group.
   f. Discuss dating and remarriage.

5. Clergypersons (priests, rabbi, ministers)
   a. Explain the role that clergypersons play in working with a family involved in separation and/or divorce.
   b. Discuss the type of advice, and the reasoning behind the advice, that most clergypersons provide.
   c. Tell about programs directed toward meeting the needs of the divorced and children of divorce.

6. Psychotherapist
   a. Tell how the psychotherapist helps a person cope with separation and divorce.
   b. Discuss the adjustments that are to be expected and the time it takes to adjust to the newly single life style.

RESOURCES FOR DIVORCE COUNSELING

American Association of Marriage and Family Therapy
924 West Ninth Street
Upland, California 91786
Note: Ask for the names of members in your area who specialize in divorce counseling. Also, check your telephone directory for a local listing.

Department of Family and Child Services
Note: Check your telephone directory for a local listing. Many local departments offer brief divorce counseling at nominal fees.

National Organization for Women
Note: Check your telephone directory for a local listing. The local chapter may have a divorce counseling group.

Extension Division or Continuing Education Department of the nearest university, college, or community college.
Note: Some have low-cost divorce groups.

National Institute for Professional Training in Divorce Counseling
1295 Lenox Circle, N.E.
Atlanta, Georgia 30306
Note: Request a listing of divorce-adjustment groups in your area and operated by graduates of the institute.

Divorcees Anonymous
P.O. Box 5315
Chicago, Illinois 60680
Note: Request information about divorce clubs such as Help For the Lonely.

Parents Without Partners
7910 Woodmont Avenue
Suite 1000
Washington, D.C. 20014
Note: Request information about the PWP group nearest you.

Contact local churches for information about counseling services, singles and/or divorce groups.

REFERENCES ABOUT DIVORCE

Atkin, Edith and Estelle Rubin. Part Time Father. Bergenfield, New Jersey: The New American Library, 1976.

Bohannan, Paul, ed. Divorce and After. New York: Doubleday and Company, 1970.

Bowlby, John. Separation--Anxiety and Anger. New York: Basic Books Incorporated, 1973.

Cain, Barbara S. and Elissa Benedek. What Would You Do? A Child's Book About Divorce. Indianapolis: The Saturday Evening Post Company, 1976.

Despert, J.Louise. Children of Divorce. New York: Doubleday and Company Incorporated, 1953.

Gardner, Richard A. The Boys and Girls Book About Divorce. New York: Doubleday and Company, 1970.

Gardner, Richard A. The Parent's Book About Divorce. New York: Doubleday and Company, 1977.

Gettleman, Susan and Janet Markowitz. Courage to Divorce. New York: Ballantine Books, 1974.

Grollman, Earl A. Talking About Divorce. Boston: Beacon Press Incorporated, 1975.

Krantzler, Mel. Creative Divorce. New York: The New American Library, 1974.

Maddox, Brenda. The Half-Parent. Bergenfield, New Jersey, The New American Library, 1975.

Napolitane, Catherine and Victoria Pellegrino. Living and Loving After Divorce. New York: Rawson Associates Publishing Incorporated, 1977.

Westoff, Leslie Aldridge. The Second Time Around--Remarriage in America. New York: Viking Press, 1977.

Check-Out Activity Sheet
SEPARATION AND DIVORCE

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. Or, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Complete the following statements by filling in the blank with the correct word or words.

1. ____________ is the term used to indicate that the couple has set up separate living arrangements.
2. ____________ occurs when one spouse leaves home without the other's consent.
3. A court order that declares a marriage invalid, which indicates that the couple were never legally married, is called ________________.
4. The act of deceiving in order to cause another to surrender a legal right is __________.
5. _____________ is the legal action taken to end a marriage.
6. The _______________ divorce is when one spouse charges the other with misconduct.
7. The _______________ divorce does not specify grounds for the divorce.
8. A support allowance made to a dependent spouse by the primary wage earner spouse is called ________________. It is sometimes called separate maintenance.
9. ________________ is the payment provided for the care of the child(ren) by the father.
10. The parent who is legally declared as the guardian of the child(ren) is said to have ______________.

Directions: Answer the following questions.

11. There are several types of fraud that may lead to annulment. List five types of fraud.
12. List two aspects of annulment that are similar to divorce.
13. List four valid reasons or "grounds" for a divorce as recognized by most states.

14. If a marriage does not end in divorce during the early years, when is another time that it is most apt to occur?

15. Divorce occurs in all types of groups of people. However, certain particular groups are more apt to divorce than others. List four of these groups.

16. List four of the adjustments that a newly divorced person may have to make.

17. What are some of the problems that a divorced person often encounters in remarriage, especially when children are involved?

18. List four sources that a person could get information or guidance when he/she is thinking about separation and/or divorce.

Check-Out Activity Sheet
ANSWERS
SEPARATION AND DIVORCE

1. Separation is the term used to indicate that the couple has set up separate living arrangements.

2. Desertion occurs when one spouse leaves home without the other's consent.

3. A court order that declares a marriage invalid, which indicates that the couple were never legally married, is called annulment.

4. The act of deceiving in order to cause another to surrender a legal right is fraud.

5. Divorce is the legal action taken to end a marriage.

6. The adversary divorce is when one spouse charges the other with misconduct.

7. The no-fault divorce does not specify grounds for the divorce.

8. A support allowance made to a dependent spouse by the primary wage earner spouse is called alimony. It is sometimes called separate maintenance.

9. Child support is the payment provided for the care of the child(ren) by the father.

10. The parent who is legally declared as the guardian of the child(ren) is said to have custody.

11. There are several types of fraud that may lead to annulment. List five types of fraud.

    --the concealment of a previous marriage or divorce
    --the refusal to have children
    --the refusal to go through a religious ceremony after a civil wedding
    --financial misrepresentation
    --the concealment of pregnancy when the child is not the husband's
    --misrepresentation as to chastity
    --the concealment of disease
    --marriage for ulterior motives
    --insanity of either spouse after the marriage
    --inability of either spouse to engage in normal sexual intercourse
    --sterility of either spouse discovered after the marriage

12. List two aspects of annulment that are similar to a divorce.
    --The former spouses are free to remarry.
    --The custody of the children is decided by the court, although the husband is usually obligated to support them.
    --Each spouse regains his or her property.
    --Joint properties are divided between the two.

13. List four valid reasons or "grounds" for a divorce as recognized by most states.

--adultery
--cruelty (mental and physical
--desertion
--nonsupport
--separation
--alcohol or drug addiction
--insanity
--incompatability

14. If a marriage does not end in divorce during the early years, when is another time that it is most apt to occur?

When the children begin to leave home

15. Divorce occurs in all types of groups of people. However, certain particular groups are more apt to divorce than others. List four of these groups.

--Those couples who marry while in their teens
--Those with less education
--Those will less money
--Couples with mixed or no religious ties

16. List four of the adjustments that a newly divorced person may have to make.

--Learning to adjust to being single
--Building new friendships and interests
--Learning to respect oneself for one's own accomplishments
--The change from a homemaker to a working person
--Being a single parent
--Financial problems
--Being away from the children if the person did not get custody

17. What are some of the problems that a divorced person often encounters in remarriage, especially when children are involved?

--Helping the children adjust to a stepparent
--Helping the children adjust to new brothers and/or sisters
--Combining families with "yours," "mine," and "ours"

18. List four sources that a person could get information or guidance when he/she is thinking about separation and/or divorce.

--Marriage counselor/divorce counselor
--Clergyperson
--Social worker in a private or government agency such as Comprehensive Care and the Department of Human Resources
--Lawyer or family court judge

Evaluator's Final Checklist

SEPARATION AND DIVORCE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

LIVING WITH THE ELDERLY

CONTENTS OF MODULE

Student Information — Activity

THE EXTENDED FAMILY 1
AGING IN THE AMERICAN SOCIETY 2
HAVING AGING FAMILY MEMBERS IN THE HOME . . . 3
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Student Self-Check

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Check-out Activity Sheet

THE EXTENDED FAMILY 9
ANSWERS 9

Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Attitudes toward aging 5

Guidance Associates, "How Would You Like to be Old?" (two filmstrips with records and cassette tapes).

OR

Eye Gate Media, "Aging: A Fact of Life," (two filmstrips with records and cassettes).

RECOMMENDED REFERENCES

Topic: The nuclear family and the extended family . . . 1

American Red Cross, Family Health and Home Nursing, 1979 edition.

LIVING WITH THE ELDERLY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board or have student(s) make one.	—Bulletin board supplies	
1		RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, pp. 65-66.	
2		RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, pp. 181-193.	
3	Have students interview extended families in their communities and then report their findings back to class.		
4-5	Show a filmstrip or filmstrips about aging. Use the suggested filmstrip set or other applicable AV. Discuss Student Information, DISCUSSION GUIDE--THE REALITIES OF AGING, as a large group. Allow students to ask other questions. Anwers will vary and therefore are not provided in this manual. You may want to write down pertinent facts that you want to bring out during the discussion.	--Filmstrip projector --Record or cassette tape player --Projection screen --One of the following filmstrip sets: "How Would You Like To Be Old?" (2 filmstrips with records and cassette tapes). OR "Aging: A Fact of Life," (2 filmstrips with cassette tapes).	

LIVING WITH THE ELDERLY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	A copy of the "Bicentennial Charter for Older Americans" is provided in this manual. As a part of the discussion session you may want to have the students read and discuss it along with the questions given in the Student Information. You may want to read references dealing with teaching about aging. A listing of resources is provided in this manual. Check with your local library for such resources or other resources that you could use as extended learnings for students.	--Master Copy of the "Bicentennial Charter for Older Americans".	
6	Role play situations are provided in this manual. You may want to make up other situations for your students to act out. After each role play, discuss what took place and how it relates to actual experiences in life.	--Role Play Situations	
7	Student Self-Check		
8	FHA/HERO Have the student(s): --Work with the "Meals on Wheels" or other home-delivered meals program. Make floral tray favors.		

LIVING WITH THE ELDERLY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
8	--Plan a fashion show and reception for a senior citizens group or a group at a local rest or nursing home. Ask local merchants to furnish appropriate clothing for the elderly to model during the fashion show.		
	--Adopt a grandparent at a local rest or nursing home. Do things for and/or with the adopted grandparent, such as: make a lap robe, write letters, make nutritious snacks, send cards, read to him/her, etc.		
	--Visit three or four elderly people in nursing or rest homes.		
	--Invite a speaker or speakers to a chapter meeting to tell about the problems of the elderly. This could be a nursing home coordinator, a physician, a dietrician, a gerontologist, etc.		
	--Plan and carry through a "biological aging sensitivity session" for a sectional meeting. Such problems as loss of hearing, loss or partial loss of eyesight, arthritic conditions, etc. could be simulated with a	OTHER REFERENCE Ernst, M. and H. Shore. *Sensitizing People to the Process of Aging: The In-Service Educator's Guide.* Denton, Texas: The Center for Studies in Aging, North Texas State University, 1975.	

LIVING WITH THE ELDERLY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
8	"loss of hearing" record, eye glasses simulating glaucoma and cataracts, mittens worn while trying to thread a needle or button a coat, etc. Have the students to discuss their feelings: Were they frustrated? Angry? Confused? Impatient? Did they feel embarrased? Guilty? Did they want to retreat? Strike out? Give up?		
	--Have a "concern session" or a "me-shop" in which issues about the elderly are "buzzed" in small groups then shared with large group. For example, divide the large group into four small groups. Provide each group with concepts about aging and supplies. Have them to create three pictures or symbolize the three concepts given them. Then each group would explain their pictures/posters to the large group and invite questions about their creations. Group 1: (a) golden age (b) needs of elderly (c) strengths of elderly	--Large sheets of paper, newsprint, or poster board --Scissors --Felt-tip markers --Magazines to cut out of --Glue or rubber cement	

LIVING WITH THE ELDERLY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
8	Group 2: (a) senior citizens (b) role of elderly in society (c) problems of elderly Group 3: (a) older Americans (b) role of elderly in families (c) needs of elderly Group 4: (a) the typical older person (b) the ideal older person (i.e., how you would like to be at age 70 or so) (c) elderly - young person relationship Allow the groups approximately 20-30 minutes to prepare. --Volunteer to lead games for the senior citizens center. --Sponsor a dinner or a reception for a group of senior citizens. Provide entertainment with a program of songs, dances, and instrumental music popular in their teen years.		

LIVING WITH THE ELDERLY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
8	--Sponsor a "Quilting Bee" or a "Crafts Fair" with elderly craftsmen demonstrating the techniques. --Sponsor a exercise session or a workshop for the elderly. It could be called "Swing Naturally." The physical education instructor could help with ideas for appropriate exercises. A lesson on the importance of good nutrition could be included. Along with this lesson, demonstrations of foods that are nutritious and easy to prepare could be planned. --Sponsor a "Family Courtesy Week." --Make "Perk Up Packs" for the elderly in the rest-home or nursing home. Aftershave lotion, hand lotion, soap, deodorant, perfume, shaving cream, stationery, pens, etc. could be some of the items included in the packs. --Help celebrate "Senior Citizen Week" during Senior Citizen month (May). --Study careers associated with working with the elderly.	RECOMMENDED REFERENCE Sasse, Person to Person, p. 374.	

LIVING WITH THE ELDERLY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
8	As one of the activities for Senior Citizen Week, present a mini-workshop for grade school classes. The purpose of the workshop would be to increase awareness of the needs of the elderly. The two references listed provide some ideas to present during the workshop.	ADDITIONAL REFERENCES __________. A Treasure Hunt. U.S. Superintendent of Documents. __________. Crime Prevention Handbook for Senior Citizens, U. S. Superintendent of Documents.	
9	Select questions from the Check-Out Activity Sheet for student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided in this manual. Use the Evaluator's Final Checklist to check each student out.	--Selected questions from the Check-Out Activity Sheet, THE EXTENDED FAMILY. —Master copy of the Evaluator's Checklist.	

LIVING WITH THE ELDERLY

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Read a biography of a person who remained active in old age.

--Research to find the agencies in their community which offer help in solving family problems.

--Research three roles of elderly relatives in other cultures, i.e., Chinese, African, Eskimo, etc.

--Research one of the following careers: gerontologist, social worker for the aging, occupational therapist, recreational worker, personal maid, home health aides, chauffer, community service counselor, physical therapist.

--Research their family tree. Have them interact with elderly relatives to obtain information.

BICENTENNIAL CHARTER FOR OLDER AMERICANS

Prepared by the Federal Council on the Aging

January, 1976

The Bicentennial Charter for Older Americans is a revision of the Senior Citizens Charter of Rights and Obligations developed by the 1961 White House Conference on Aging.

The new Charter has been prepared by the Federal Council on the Aging, an independent organization created by Congress to advise the President, the Secretary of the Department of Health, Education, and Welfare, the Commissioner on Aging, and Congress on matters relating to the special needs of older Americans.

The President, in declaring May as Older American Month, said: "It is important that our Nation make every effort to recognize the worth and dignity of our older citizens. To this end, the Federal Council on the Aging has prepared a Bicentennial Charter for our older Americans. This Charter sets forth principles to guide us in evaluating our nation's response to the problems facing older persons and appreciating the response to the problems now confronting our Nation."

He asked all Americans to reflect on the achievements and needs of our older citizens through discussion of the Bicentennial Charter.

Two hundred years ago, a new nation was founded based on the self-evident truths that all men--and women are created equal and that they are endowed by their Creator with certain inalienable rights. A Constitution was set forth for governance of these new United States of America with the goal of forming a more perfect union, establishing justice, insuring domestic tranquility, providing for the common defense, promoting the general welfare, and securing the blessings of liberty to ourselves and our posterity.

In the two hundredth year of this nation's existence, it is good and well that we call special attention to a group of citizens which literally did not exist at the time of our Revolution. The life expectancy at birth in 1976 was 32 years. In 1976, it is projected to be 71 years and we now have a virtual "generation" of older Americans whose roles, contributions, rights and responsibilities need to be given particular attention at this time in our history.

Americans of all ages have the ultimate responsibility to be or become self-reliant, to care for their families, to aid their neighbors and to plan prudently for their old age. Older persons have the responsibility to make available to the community the benefits of their experience and knowledge. Society--be it through the institutions of the public or the private sector--has the responsibility to assist citizens to be prepared for their later years as well as to assist directly so many of the very old who for one reason or another cannot cope with the burden of increasing physical, mental, social and environmental debilities.

There follow certain basic human rights for older Americans based on the laws of nature and of nature's God" as set forth in the founding documents of this nation some two hundred years ago.

1. The Right to Freedom, Independence and the Free Exercise of Individual Initiative.--This should encompass not only opportunities and resources for personal planning and managing one's life style but support systems for maximum growth and contributions by older persons to their community.

2. The Right to an Income in Retirement Which Would Provide an Adequate Standard of Living.--Such income must be sufficiently adequate to assure maintenance of mental and physical activities which delay deterioration and maximize individual potential for self-help and support. This right should be assured regardless of employment capability.

3. The Right to an Opportunity for Employment Free from Discriminatory Practices Because of Age.--Such employment when desired should not exploit individuals because of age and should permit utilization of talents, skills and experience of older persons for the good of self and community. Compensation should be based on the prevailing wage scales of the community for comparable work.

4. The Right to an Opportunity to Participate in the Widest Range of Meaningful Civic, Educational, Recreational and Cultural Activities.--The varying interests and needs of older Americans require programs and activities sensitive to their rich and diverse heritage. There should be opportunities for involvement with persons of all ages in programs which are affordable and accessible.

5. The Right to Suitable Housing.--The widest choices of living arrangements should be available, designed and located with reference to special needs at costs which older persons can afford.

6. The Right to the Best Level of Physical and Mental Health Services Needed.--Such services should include the latest knowledge and techniques science can make available without regard to economic status.

7. The Right to Ready Access to Effective Social Services.--These services should enhance independence and well-being, yet provide protection and care as needed.

8. The Right to Appropriate Institutional Care When Required.--Care should provide full restorative services in a safe environment. This care should also promote and protect the dignity and rights of the individual along with family and community ties.

9. The Right to a Life and Death With Dignity.--Regardless of age, society must assure individual citizens of the protection of their constitutional rights and opportunities for self respect, respect and acceptance from others, a sense of enrichment and contribution, and freedom from dependency. Dignity in dying includes the right to the individual to permit or deny the use of extraordinary life support systems.

RESOURCES FOR TEACHING ABOUT AGING

BOOKS

Butler, Robert N. Why Survive? Being Old in America. New York: Harper and Row, 1975.

Caldwell, E. and B. R. Hegner. Geriatrics: A Study of Maturity. Albany, New York: Delmer Publications, 1975.

Cameron, Marcia J. Views of Aging. A Teacher's Guide. Resources in Aging Series. Institute of Gerontology, The University of Michigan - Wayne State University, 1976.

Colgrove, M., H. H. Bloomfield, and P. McWilliam. How to Survice the Loss of Love: 58 Things to Do When There is Nothing to Be Done. New York: Simon and Schuster, 1976.

Comfort, A. A Good Age. New York: Crown Publishers, Inc., 1976.

Dancy, Joseph Jr. The Black Elderly. A Guide for Practitioners. The Institute of Gerontology, The University of Michigan - Wayne State University, 1977.

Ernst, M. and H. Shore, Sensitizing People to the Process of Aging: The In-Serivce Educator's Guide. Denton, Texas: The Center for Studies in Aging, North Texas State University, 1975.

Havighurst, R. J. Aging in America: Implications for Education. Washington, D.C.: National Council on Aging, 1976.

Jacobs, H. Lee. Youth Looks at Aging. The University of Iowa: Institute of Gerontology and Division of Extension and University Services, 1964.

Jury, M. and D. Jury. Gramp. New York: Grossman Publishers, 1976.

Kimmel, Douglas C. Adulthood and Aging, An Interdisciplinary Developmental View. New York: John Wiley and Sons, Inc., 1974.

Knopf, O. Successful Aging: The Facts and Fallacies of Growing Old. New York: Viking Press, 1975.

Rich, Thomas A., and Alden S. Gilmore. Basic Concepts of Aging. A Programmed Manual. Washington, D.C.: U.S. Government Printing Office, 1972.

Saul, S. Aging: An Album of People Growing Old. New York: John Wiley and Sons, Inc., 1974

Spear, M. The Guide for In-Service Training for Developing Services for Old People. Washington, D.C.: U.S. Government Print Office, 1974.

PAMPHLETS

______________. A Treasure Hunt. U.S. Superintendent of Documents.

______________. Crime Prevention Handbook for Senior Citizens. U.S. Superintendent of Documents.

______________. Facts and Myths About Aging. Washington, D.C.: National Council on Aging, 1976.

ORGANIZATIONS TO WRITE TO:

Write for a current listing of resource materials from the National Council on Aging, Washington, D.C.

Instructor's Copy for Learning Activity 6

ROLE PLAY SITUATIONS

1. Grandpa has come to live with the Wilsons. Mother tells Tommy that he will have to share his room with Grandpa.
    a. Roleplay how you think Tommy, an eight-year-old, would react. Roleplay counseling Tommy.
    b. Roleplay how you think Tommy, a thirteen-year-old would react. Roleplay counseling Tommy.

2. Granny Jones lives with her son's family. She doesn't like for the TV, the radio, or the stereo to be turned on because it makes her nervous. Roleplay her son talking to her about this problem. He has three children, one nine-year-old, one thirteen-year-old and one fifteen-year-old.

3. Susan's great aunt has come to live with her family. Her aunt loves needle crafts. Roleplay Susan making Aunt Jane feel a part of the family.

4. Mrs. Brown has been living with her daughter and family for three weeks. She feels useless and in the way because everyone does everything for her. Sure she's old, but do they have to treat her like an invalid. Roleplay Mrs. Brown asking her daughter to give her some responsibilities around the house.

5. Grandma Walton loves to talk about when she was young and was a county fair queen. She tells about her beaus and their carriages and horses. Everytime Gladys' boyfriend comes over for a visit Grandma starts telling her stories over and over. This embarrasses Gladys.
    a. Roleplay Gladys talking to her mother about this problem with Grandma.
    b. Roleplay Gladys talking to Grandma about this problem.
    c. Roleplay Gladys talking to her boyfriend about this problem.

Check-Out Activity Sheet

THE EXTENDED FAMILY

****

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

Directions: Answer the following questions according to the instructions provided.

1. The following conditions are reasons for negative attitudes and positive attitudes about aging. Label negative attitudes with an "N". Label positive attitudes with a "P".

_______a. Increased life spans
_______b. The move to the city for jobs
_______c. Better medical care
_______d. The machine age
_______e. Sense of independence
_______f. Nuclear families
_______g. Social Security and retirement benefits
_______h. Separating the young from the old
_______i. Being made to retire
_______j. The goal of personal success
_______k. Freedom to enjoy personal interests

2. (True False) Many older people would rather not live with their children, but they have no other choice.

3. (True False) All elderly persons experience the same characteristics of aging.

4. List five physical changes that occur due to the aging process.

5. List four emotional and social changes that occur for a person due to the aging process.

6. What can a person do to prepare for old age?

7. The elderly have some of the same needs that everyone else has. List three of these needs.

Check-Out Activity Sheet

ANSWERS

THE EXTENDED FAMILY

1. The following conditions are reasons for negative attitudes and positive attitudes about aging. Label negative attitudes with an "N." Label positive attitudes with a "P".

P a. Increased life spans
N b. The move to the city for jobs
P c. Better medical care
N d. The machine age
P e. Sense of independence
N f. Nuclear families
P g. Social Security and retirement benefits
N h. Separating the young from the old
N i. Being made to retire
N j. The goal of personal success
P k. Freedom to enjoy personal interests

2. ([✓ True] False) Many older persons would rather not live with their children, but they have no choice.

3. (True [✓ False]) All elderly persons experience the same characteristics of aging.

4. List five physical changes that occur due to the aging process.
The elderly person may:
--Have difficulty chewing and digesting some foods.
--Have partial loss of hearing.
--Have partial loss of eyesight.
--Not move around as quickly or as easily as he/she did when younger.
--Have frequent aches and pains.
--Be forgetful.
--Feel less attractive as the skin begins to wrinkle.
--Experience a decrease in overall energy.
--Have an increased brittleness and fragility of bones.
--Experience a slowing down in the growth of new cells and repair cells of body tissues.
--Have decreased strength in the upper arms.
--Have difficulty in adjusting to high and low external temperatures.
--Have poor blood circulation.

5. List four emotional and social changes that occur for a person due to the aging process.
--Being less active in work, church, or civic activities.
--Often feeling lonely.
--Feeling helpless and useless.
--Having a feeling of decreased dignity and a lack of security.
--Having less income.
--Being forced to retire because of age.
--Feeling unwanted.

6. What can a person do to prepare for old age?
    - To feel useful and needed.
    - Time away from the family.
    - Love and affection.
    - Patience and understanding.
    - Some degree of independence.
    - A well-balanced diet.
    - Physical activity to keep their bodies functioning normally.

7. The elderly have some of the same needs that everyone else has. List three of these needs.
    - To feel useful and needed.
    - Time away from the family.
    - Love and affection.
    - Patience and understanding.
    - Some degree of independence.
    - A well-balanced diet.
    - Physical activity to keep their bodies functioning normally.

Evaluator's Final Checklist

LIVING WITH THE ELDERLY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity with 80% accuracy	( )	( )	( )

ADJUSTING TO DEATH

NOTE TO THE INSTRUCTOR: The subject of death is a sensitive topic for some people; therefore, the following points should be considered before the students begin this module.

1. Are your students mature enough, socially and emotionally, to understand and benefit from a module which focuses on their personal attitudes about death?
2. Do the members of the school administration, the religious community, and parents support your efforts to provide information on death education and to guide students in open discussions of this subject in the classroom?

CONTENTS OF MODULE Activity

Student Information

ATTITUDES TOWARD DEATH 1
DISCUSSION GUIDE ABOUT DEATH 2
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ADJUSTING TO DEATH 9

Check-Out Activity Sheet

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ANSWERS . . . . 9 Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Attitudes toward death and ways to cope with death 3
Guidance Associates. "Living with Dying," (two filmstrips, two cassette tapes, and two records).

OR

Eye Gate Media. "Understanding Death: A Basic Program in Death and Dying," (six filmstrips and three cassette tapes).

ADJUSTING TO DEATH

RECOMMENDED REFERENCES **Activity**

Topic: Death 2
American Red Cross, Family Health and Home Nursing, 1979 edition.
Sasse, Person to Person, 1978 edition.

Topic: Talking to children about death 4
American Red Cross, Family Health and Home Nursing, 1979 edition.

ADJUSTING TO DEATH

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	The Student Information, ATTITUDES TOWARD DEATH, is an activity for increasing the students' awareness of their feelings about death and dying. After the students have completed the questions, divide them into small groups to complete the Learning Activity. Have each group select a recorder who will compile a summary and will report it to the class at the end of a designated time period. After each group's recorder has reported a summary, what conclusions can be drawn from the discussions? (1) that most people fear death? (2) that our feelings or fears about death may have to do with how we first experienced hearing or seeing death? Discuss the above or other conclusions with the large group. You may want to select one of the following activities as an alternative activity or as an additional activity. --Give each person a statement, a poem, cartoon, or newspaper clipping concerning some aspect of death. Ask them to express how it relates to them. Then open an		

ADJUSTING TO DEATH

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	informal discussion session by asking: "Have any of you had experiences with death that you would like to share?" --Have a class discussion about why people use soft words when talking about death. (Examples include "passed away" instead of "died" and "resting place" instead of "grave.") --In a limited time period, have the student jot down the things they would want to do if they found out that they were terminally ill. --Have the students complete the open-ended statement: "I found out that I have a terminal illness today. I feel ..."		
2	After the students have read the readings, discuss the Student Information, DISCUSSION GUIDE ABOUT DEATH. You may want to read more about death in other references to aid discussion. A list of references is provided in this manual.	RECOMMENDED REFERENCES American Red Cross, Family Health and Home Nursing, pp. 217-224 and pp. 212-213. AND Sasse, Person to Person, pp. 286-294.	

ADJUSTING TO DEATH

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
2	The "Experiences in Human Relations" activities in Person to Person by Sasse (pp. 288, 290, 294) may help the students gain insight into their feelings about death.		
3	Show the suggested filmstrips or other AV about attitudes toward death and dying and ways to cope with death. Have the students participate in a swing around or a circular response to relate information they have learned from the filmstrips or readings on death and dying.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip set: "Living With Dying," (two filmstrips, two cassette tapes, and two records). OR "Understanding Death: A Basic Program in Death and Dying," (six filmstrips and three cassette tapes). FS#1: "Thinking About Death." FS#2: "Mourning Becomes Us All." FS#3: "Practical Guidelines." FS#4: "Death's Moment and the Time That Follows." FS#5: "Dying Occurs in Stages." FS#6: "The Gift of Life."	
4	After the students have finished the readings, have them respond to the following question (on paper):	RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, pp. 218-219.	

ADJUSTING TO DEATH

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	"How would you explain death to a young child?" Have them share their responses with the class. If the suggested filmstrip set is available, you may want to show one or more of the filmstrips. Then discuss the effects of death on children and ways adults can help them cope with death.	ADDITIONAL REFERENCE Landis and Landis, Building A Successful Marriage, pp. 501-502. Englewood Cliffs, NJ: Prentice Hall Company, 1977 --Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip set: Parents' Magazine. Children In Crisis. Set 2: "Death," (five filmstrips, one record or three cassette tapes).	
5	Invite a resource person who is a part of a hospice's professional team (doctor, nurse, sociologist, psychologist, or clergyperson) or a person studying thanatology (the study of death and dying) to talk to the class about the goals of hospice. Note: Hospice refers to a special program of care for the dying or the terminally ill. For a brief synopsis of the the concept of "hospice," read in the reference suggested.	RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, p. 224.	
6	Divide the class into partners to discuss the Student Information, ADJUSTING TO DEATH -- A SUMMARY OF LEARNINGS.		

ADJUSTING TO DEATH

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Allow the students to relate their feelings about this module on death education. Are there any other activities that they want to add to the Learning Activities?		
7	Student Self-Check		
8	FHA/HERO Have the student(s): --Develop a project on facing a tragic loss or suicide. Have small rap sesions or "ME" Shops during a regular chapter meeting. A resource person may guide the activity. Resource persons could include any of the following: a clergyperson, a mortuary science professor, a funeral home director, a respresentative of a hospice program, a social worker, a student of thanatology --Develop a community resource book which includes counseling services, crisis centers, funeral homes, florists, and funeral costs.		

ADJUSTING TO DEATH

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided in this manual. Use the Evaluator's Final Checklist to check each student out.	--Selected questions from the Check-Out Activity Sheet ADJUSTING TO DEATH. --Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore one of the following careers: mortician, social worker, doctor, sociologist, or psychologist.

--Read about adjusting to death in other references. (A reference listing is provided in this manual.)

--Write the National Hospice Organization (765 Prospect Street, New Haven, Connecticut 06511) for information about hospices.

--Research thanatology. Have them report their findings to the class.

--Research information about such groups as The Candlelighters (who provide counsel to families of children stricken with cancer) and the National Foundation for Sudden Infant Death Syndrome (SIDS).

Instructor's Copy for Learning Activity # 2 and
the Extended Learnings

Module HD-29

REFERENCES - ADJUSTING TO DEATH

Becker, Ernest. The Denial of Death. New York: Macmillan Publishing Company, 1973. (Cost: $2.95.)

Bermann, Eric. Scapegoat: The Impact on Death-Fear on an American Family. Detroit: The University of Michigan Press. 1973. (Cost $10.)

Bettelheim, Bruno. The Empty Fortress. New York: Free Press, 1967.

Bowers, Margaretta K. Counseling the Dying. New York: Thomas Nelson and Sons, 1964.

Fiefel, H. The Meaning of Death. New York: McGraw-Hill Book Company, 1959.

Green, B.R. and D.P. Irish. Death Education: Preparation for Living. Cambridge, Massachusetts: Schenkman Publishing Company, 1971.

Grollman, Earl A. Concerning Death: A Practical Guide for the Living. Boston: Beacon Press, 1974. (Cost: $3.95.)

Grollman, Earl A. Talking About Death: A Dialogue Between Parent and Child. Boston: Beacon Press, 1976. (Cost: $3.95.)

Grollman, Earl A. When Your Loved One is Dying. Boston: Beacon Press, 19__. (Cost: $8.95.)

Irish, D. P. Awareness of Death: Preparation for Living. Philadelphia: Friends General Conference, 1976.

Kavanaugh, R. E. Facing Death. Baltimore, Maryland: Penguin Books, 1972.

Klemer, R. and R. Smith. Teaching About Family Relationships. Minneapolis: Burgess Publishing Company, 1975. (pp. 269-273)

Koestenbaum, Peter. Is There an Answer to Death? Englewood Cliffs, New Jersey: Prentice-Hall Inc, 1976. (Cost: $3.75.)

Kubler-Ross, Elizabeth. Death: The Final Stage of Growth. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975. (Cost: $2.95.)

Kubler-Ross, Elizabeth. On Death and Dying. New York: The Macmillan Publishing Company, 1969. (Cost: $2.45.)

Langons, John. Vital Signs - The Way We Die in America. Boston: Little, Brown, and Company, 1974. (Cost: $3.95.)

Leviton, D. "Death Education." New Meanings of Death. Edited by H. Fiefel. New York: McGraw-Hall Book Company, 1977.

Lifton, R. J. and E. Olson. Living and Dying. New York: Praeger Publishers, Inc., Bantam Books, 1975.

Manners, M. Last Rights: A Case for the Good Death. New York: American Library Inc., Signet Books, 1975.

Mills, G. Discussing Death: A Guide to Death Education. Homewood, IL: ETC Publishing Company, 1976.

Morgan, E. (editor). A Manual of Death Education and Simple Burial. Burnsville, North Carolina: The Cleo Press, 1975.

For additional titles write:

Highly Specialized Promotions
228 Clinton Street
Brooklyn, NY 11201

Check-Out Activity Sheet

ADJUSTING TO DEATH

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following questions.

1. List the stages of emotional response that a person may go through as he/she attempts to cope with dying and death.
2. List four ways to help a dying person cope with death.
3. List four ways to help children cope with dying and death.
4. List four ways to help other family members cope with death.

Check-Out Activity Sheet
ANSWERS
ADJUSTING TO DEATH

1. List the stages of emotional response that a person may go through as he/she attempts to cope with dying and death.
   - --denial and isolation
   - --anger and rage
   - --bargaining
   - --depression
   - --acceptance and peace

2. List four ways to help a dying person cope with death.
   - --Look for signs of the stages of emotional response to death and dying. Accept these responses and remember that each stage is normal as the person comes to accept death.
   - --Do not avoid the terminally ill person.
   - --Provide a comfortable environment and administer medications as prescribed by the doctor.
   - --Provide opportunities for the person to talk to a clergyperson or a health professional about death.
   - --Respect the person's wishes to die in dignity.
   - --Avoid false good cheer.
   - --Talk to a health professional or a clergyperson about what to say to the person about death and what to avoid saying.
   - --Keep household routines as normal as possible.

3. List four ways to help children cope with dying and death.
   - --Be honest about the dying or death of a family member or friend.
   - --Allow the child to help with the dying family member in any way possible.
   - --Respect the child's feelings of anger, depression, grief, etc.
   - --Answer the child's questions about death in a calm, natural tone of voice.
   - --Anticipate changes in the child's behavior.
   - --Make things appear no better or no worse than they are.
   - --Meet individual needs.
   - --Allow the child to share in the grieving process and to attend the funeral.

4. List four ways to help other family members cope with death.
   - --Encourage other family members to openly express their own feelings about the dying and death of a loved one.
   - --Accept their feelings and expressions of grief.
   - --Encourage them to read books about death and dying.
   - --Encourage them to talk to their clergyperson or a health professional about their feelings.
   - --Encourage the family members to attend seminars on thanatology.
   - --Encourage them to attend organized group meetings that may be available in the community.
   - --Encourage a family member who is suffering from deep grief over the death of a loved one for longer than two months to seek the help of a health professional.
   - --Keep the household routines as normal as possible.

--After the death of a family member, maintain discipline in the home.

--After the death of a family member, continue a structured family life style.

--After the death of the mother of young children, encourage the widower either to hire a housekeeper/babysitter or have a family member to come in to help get the household back in order and a normal family routine established again.

--After the death of a spouse, discourage the remaining partner from dating too soon.

Master Copy

Evaluator's Final Checklist

ADJUSTING TO DEATH

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

Instructor's Guide Sheet Module HD-30

PLANNING A FAMILY

NOTE TO INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is provided in this manual.)

CONTENTS OF MODULE

Student Information	Activity	
PREPARATION FOR PARENTHOOD	1	
READINESS FOR THE FIRST CHILD	3	
FOSTER PARENTING	8	
STEP FAMILIES	12	
Student Self-Check		
BECOMING A PARENT	6	
ADOPTION AND FOSTER CARE	11	
ANSWERS	6,11	
Evaluator's Final Checklist		
PLANNING A FAMILY	14	
Check-Out Activity Sheet		
PLANNING A FAMILY	14	Instructor's Manual
ANSWERS	14	Instructor's Manual

RECOMMENDED REFERENCES

TOPIC: Parenthood 1

Gordon and Wallen, Parenting, A Guide for Young People, Oxford Book Co., 1975 edition.

Westlake: Relationships, A Study in Human Behavior, 1980 edition.

TOPIC: Adoption 7

Hurlock, Child Growth and Development, 1978 edition.

TOPIC: Step families 12

Hurlock, Child Growth and Development, 1978 edition.

PLANNING A FAMILY

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board or have the student(s) to make one.	Bulletin board supplies	
1-2	After the students have completed Learning Activity #1, have them brainstorm: (1) reasons for having children. (2) reasons for not having children.		
3	Discuss some of the readiness factors with the class of students.		
4	Have the students share their present schedules and their revised schedules as a "Parent for the Day."		
5	Have the students share their interview experiences. On the chalkboard, make a chart that includes adjustments to the first child, multiple births, and/or spacing of children and the problems and effects on family planning. Use the students' interview responses to complete the chart.		
6	Student Self-Check		
7-8	After the students have read about adoption and foster parenting, divide them into small groups to discuss both issues.	RECOMMENDED REFERENCE Hurlock, Child Growth and Development, pp. 340-342.	
9	Invite a parent of an adopted or foster child or a social worker to talk to		

PLANNING A FAMILY

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
9	the class about the following points: (1) reasons for adoption or foster care. (2) the problems of adoption or foster care. (3) the procedures for adoption or foster care. Read over each student's summary to check for any misconceptions. Make comments, then return the summaries to the students.		
10	Have the students survey the community for agencies that deal with adoption and foster parenting. They could use a telephone directory. Have the students share their findings. Divide the agencies among small groups of students and have each group research their assigned agency to find out the services that each provides. Have them share the information researched.	Telephone directory	
11	Student Self-Check		
12	Answers to Student Information, STEP FAMILIES, are provided in this manual. Discuss the answers as a large or small group.	RECOMMENDED REFERENCE Hurlock, Child Growth and Development, pp. 337-340.	
13	FHA/HERO Have the student(s): --Invite a parent to speak		

PLANNING A FAMILY

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
13	to the chapter about the rewards of parenthood. --Present a puppet show at a chapter meeting. Relate the considerations and decisions couples should make before having children and then the adjustments that must be made after a child is born. --Invite a panel of parents with young babies to discuss the impact of children on their lifestyles, how they deal with their individual needs, how they share the responsibilities of the new addition.		
14	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided in this manual.	--Selected questions from the Check-Out Activity Sheet, PLANNING A FAMILY.	
	Use the Evaluator's Final Checklist to check each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

PLANNING A FAMILY

EXTENDED LEARNINGS

Encourage the student(s) to:

--Research their family trees to determine if there has been an increase or decrease in the number of children per family in recent years.

--Explore the career of a social worker or a child welfare worker.

SUGGESTED LETTER TO PARENTS

* *

Directions to the Instructor: South Carolina school districts vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parental permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

* *

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at __________ between the hours of __________ and __________.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

____
Home Economics Teacher

____
Parent's Signature of Approval/Date

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Student Information

STEP FAMILIES

List factors that influence a child's relationship with the stepparent(s).

--Stepparents' acceptance of the child
--Stepparents' discipline
--Grandparents' reaction to the stepparent
--Reaction of others (playmates) to child's situation
--The way stepparents are portrayed in mass media
--Stepparent's economic status
--Social or religious beliefs about remarriage after death or divorce
--Child's relationship with the now absent parent
--Child's rivalry with stepparents' child(ren)
--Child's jealousy of his/her parents' relationship with stepparent

Check-Out Activity Sheet

PLANNING A FAMILY

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following questions.

1. True False (Circle one) There are fewer American babies in need of adoptive homes today in comparison with the number of couples who want to adopt babies.
2. True False (Circle one) Adoptive parents give care to a child without having legal or blood ties.
3. Studies show that the ideal time for a woman to have a child is between the ages of __________ and ___________ because she is then physically mature.
4. True False (Circle one) Birth control methods allow a couple to choose never to have children.
5. List two factors that influence a child's relationship with the step-parent(s).
6. List two reasons for placing children in foster homes.
7. List two conditions that foster parents must meet.
8. True False (Circle one) The lifestyle of a couple changes with the arrival of the first child.

Check-Out Activity Sheet
ANSWERS
PLANNING A FAMILY

1. [✓ True] False (Circle one) There are fewer American babies in need of adoptive homes today in comparison with the number of couples who want to adopt babies.

2. True [✓ False] (Circle one) Adoptive parents give care to a child without having legal or blood ties.

3. Studies show that the ideal time for a woman to have a child is between the ages of 23 and 30 because she is then physically mature.

4. [✓ True] False (Circle one) Birth control methods allow a couple to choose never to have children.

5. List two factors that influence a child's relationship with the stepparent(s).
    --Stepparents' acceptance of the child
    --Stepparents' discipline
    --Grandparents' reaction to the stepparent
    --Reaction of others (playmates) to child's situation
    --The way stepparents are portrayed in mass media
    --Stepparents' economic status
    --Social or religious beliefs about remarriage after death or divorce
    --Child's relationship with the now absent parent
    --Child's rivalry with stepparent's child(ren)
    --Child's jealousy of his/her parents' relationship with stepparent

6. List two reasons for placing children in foster homes.
    --The natural parent or parents are unable to care for the child for a period of time.
    --The natural parent(s) neglect or abuse the child.

7. List two conditions that foster parents must meet.
    --Be in good health
    --Have a regular income
    --Have space in their home for the child
    --Be warm and capable of loving the child

8. [✓ True] False (Circle one) The lifestyle of a couple changes with the arrival of the first child.

Evaluator's Final Checklist

PLANNING A FAMILY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

Instructor's Guide Sheet Module HD-31

THE EXPECTANT FAMILY

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is provided in this manual.)

CONTENTS OF MODULE

Student Information ..... Activity

CHARACTISTICS OF PREGNANCY 2
MEDICAL CARE DURING PREGNANCY 3
EFFECTS OF DRUGS, ALCOHOL, AND SMOKING ON THE FETUS 11

Student Self-Check

SO YOU'RE PREGNANT 4
PREPARING FOR THE BABY 8
THE HEALTH OF THE MOTHER AND THE FETUS 12
ANSWERS 4, 8, 12

Evaluator's Final Checklist

THE EXPECTANT FAMILY 15

Check-Out Activity Sheet

THE EXPECTANT FAMILY ..... 15 Instructor's
ANSWERS ..... 15 Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: The importance of good nutrition during pregnancy 10

March of Dimes. "Inside My Mom," (filmstrip or slide kit).

THE EXPECTANT FAMILY

RECOMMENDED REFERENCES Activity

Topic: Adjusting to pregnancy 5

Brisbane, The Developing Child, 1980 edition.

Topic Preparing another child for a new baby 7

American Red Cross, Family Health and Home Nursing, 1979 edition.

Topic: Health care for the mother during pregnancy 9

American Red Cross, Family Health and Home Nursing, 1979 edition.
Brisbane, The Developing Child, 1980 edition.

Topic: The costs of having a baby 13

Brisbane, The Developing Child, 1980 edition.
Hurlock, Child Growth and Development, 1980 edition.

THE EXPECTANT FAMILY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board or have student(s) make one.	--Bulletin board supplies	
1	Divide the students into partners to roleplay being expectant parents. Have the students tell about special care, changes, and adjustments that they think (no previous research) expectant parents would experience.		
2	Encourage the students to read about the signs of pregnancy in references or pamphlets that are available in the classroom resource center.	ADDITIONAL REFERENCE __________. Better Homes and Gardens New Baby Book, pp. 20-21. Des Moines, IA: Meredith Corporation, 1979.	
3	Encourage the students to read more about the medical care during pregnancy in references or pamphlets that are available in the classroom resource center.	ADDITIONAL REFERENCE __________. Better Homes and Gardens New Baby Book, pp. 20-22.	
4	Student Self-Check		
5	In small groups or as a class, have a circular response on adjusting to pregnancy. Include physiological, psychological, and emotional changes that call for adjustment on the part of the expectant family.	RECOMMENDED REFERENCE Brisbane, The Developing Child, pp. 92-94.	

THE EXPECTANT FAMILY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Invite an obstetrician, a nurse, or a parent to talk to the class about the adjustments that are made during pregnancy. Encourage the students to ask questions.		
7	After reading the recommended reference about preparing a child or children for a new baby, select students to roleplay a parent or parents telling a child about the arrival of a new baby. Have them roleplay the possible positive and negative reactions. As a class discuss how parents could help children cope with a new arrival in the family.	RECOMMENDED REFERENCES American Red Cross, Family Health and Home Nursing, pp. 93-94. AND Brisbane, The Developing Child, p. 102.	
8	Student Self-Check		
9	Invite an extension home economics specialist to make a presentation on "Health Care During Pregnancy."	RECOMMENDED REFERENCES American Red Cross, Family Health and Home Care, pp. 84-88. Brisbane, The Developing Child, pp. 82-92.	
10	Show a filmstrip about the importance of good nutrition during pregnancy. Use the suggested filmstrip or slide set or other applicable AV.	--Filmstrip or slide projector or rear-screen projector --Projection screen --Carousel, if slides are used --Record or tape recorder	

THE EXPECTANT FAMILY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
10	Discuss the information presented in the AV as a large group. Allow the students to ask questions.	--Filmstrip or slides: "Inside My Mom," (filmstrip or slide set; cost: $10 and $15 respectively). The National Foundation of the March of Dimes, 1275 Mamaroneck Avenue, Box 2000, White Plains, NY 10605.	
11	Encourage the students to read more about the effects of smoking, alcohol, and drugs on the fetus in references and resources that are available in the classroom resource center.	ADDITIONAL REFERENCE __________. Better Homes and Gardens New Baby Book, p. 24.	
12	Student Self-Check		
13	You may want to make duplicate copies of the OUTLINE OF EXPENSES.... for the students to use when itemizing costs involved in having a baby and caring for it through the first month after birth.	RECOMMENDED REFERENCE Brisbane, The Developing Child, p. 58-66. AND Hurlock, Child Growth and Development, p. 11-12. --Master Copy of the OUTLINE OF EXPENSES FOR THE EXPECTANT FAMILY.	
14	FHA/HERO Have the students(s): --Set up a display of resource materials about		

THE EXPECTANT FAMILY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
14	the expectant family in a shopping mall, courthouse, or other location in the community. This project will help educate expectant families about resources that are available.		
	--View and Discuss the films ordered from the March of Dimes about the effects of alcohol, smoking, and drugs on the unborn child during a sectional meeting. (The chapter or sectional program chairman should be responsible for ordering the films. Orders should be made several months in advance.)	--Film projector --Projection screen --Films: (1) "Alcohol: Crisis for Unborn ." (16 mm sound, Color, 15.50 minutes. Free loan from The National Foundation March of Dimes.) (2) "Born Hooked." (Same as the above except time, which is 13-30 minutes.)	
	--Analyze the time and the responsibilities required in caring for a small child through the use of an "egg baby." Chapter members will be given an egg, which represents a fragile baby, for an assigned period of time. Each student will make up a schedule for feeding, changing, love and attention, etc. to be used with his/her baby. Students must take babies wherever they go unless	Filmstrip: "Tomorrow happens Today," (filmstrip set; cost; $10.00 from The National Foundation March of Dimes).	

THE EXPECTANT FAMILY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
14	they pay a babysitter. They must keep a journal of their activities. If baby is cracked and neglected, the parent could be charged with child abuse. If the baby dies, a funeral must be planned. At the end of the experiment, each member would present a summary of his/her parenting experiences and the feelings he/she had.		
15	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-out Activity Sheet answers are provided in this manual. Use the Evaluator's Final Checklist to check each student's performance.	--Selected questions form the Check-Out Activity Sheet, THE EXPECTANT FAMILY. --Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore the career of one of the following: obstetrician, nurse, dietitian, extension home economics specialist.

--Make a personal file or notebook about parenting.

SUGGESTED LETTER TO PARENTS

* *

Directions to the Instructor: South Carolina school districts vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parental permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

* *

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at __________ between the hours of __________ and __________.

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

____

Home Economics Teacher

____

Parent's Signature of Approval/Date

OUTLINE FOR COSTS FOR THE EXPECTANT FAMILY

Directions: Use the following outline to help you itemize the costs involved in having a baby and caring for it through the first month after birth.

Cost

I. Doctor's Cost for Prenatal Care of the Mother ________

II. Hospital Cost

  A. Labor Room ________

  B. Delivery Room - medication and drugs ________

  C. Recovery Room ________

  D. Room

    a. Private ________

    b. Semi-private ________

    c. Ward ________

  E. Laboratory Fees ________

  F. Nursery

    a. Regular care ________

    b. Premature care ________

    c. Circumcision (male) ________

    d. Pediatrician ________

III. Layette ________

IV. Crib with Mattress ________

V. Bath Items ________

VI. Feeding Equipment ________

Check-Out Activity Sheet

THE EXPECTANT FAMILY

****

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

Directions: Answer the following questions.

1. List five signs of pregnancy.
2. What is "morning sickness"? How can it be relieved?
3. There are several digestive discomforts that may occur during pregnancy. Name two of these digestive discomforts.
4. What are hemorrhoids? Why do they occur?
5. What can a pregnant women do to relieve itchy skin?
6. Why do some pregnant women have cramps in the thighs and leg muscles?
7. Who might be consulted about the selection of a doctor or obstetrician?
8. Why can a doctor determine pregnancy from a urine test?
9. List two things a women might ask her doctor during the first prenatal examination.
10. What can a parent do for the child who feels replaced by the new baby?
11. Name two emotional concerns that occur with expectant parents.
12. List three things that an expectant mother should do to maintain good health.
13. List four of the effects that smoking, alcohol, and drugs can have on the fetus.

Check-Out Activity Sheet

ANSWERS

THE EXPECTANT FAMILY

1. List five signs of pregnancy.
   --Misses normal menstrual flow
   --Is unusually tired even after plenty of rest
   --Has to urinate frequently
   --Has tender or slightly enlarged breasts
   --Has a change in appetite
   --Feels nauseated and/or has an upset stomach

2. What is "morning sickness"? How can it be relieved?
   Morning sickness is the feeling of nausea that usually occurs right after getting up in the morning. It can be relieved by a special diet and rest, if there isn't excessive vomiting. Keeping the stomach full of solids will usually overcome morning sickness. Eating crackers helps to settle the stomach.

3. There are several digestive discomforts that may occur during pregnancy. Name two of these digestive discomforts.
   --Gas
   --Heartburn
   --Indigestion
   --Heart palpitation

4. What are hemorrhoids? Why do they occur?
   Hemorrhoids are varicose veins of the rectum. They are a result of straining over the hard stools of constipation.

5. What can a pregnant woman do to relieve itching skin?
   Add baking soda to the bath water.

6. Why do some pregnant women have cramps in the thighs and leg muscles?
   Cramps in the thighs and leg muscles are caused by insufficient blood circulation and by use of muscles not usually used.

7. Who might be consulted about the selection of a doctor or an obstetrician?
   --Friends
   --County medical center
   --Directory of Medical Specialist found at the public library

8. Why can a doctor determine pregnancy from a urine test?
   After a women has become pregnant, her baby begins to excrete pregnancy hormones into the urine.

9. List two things a woman might ask her doctor during the first prenatal examination.
   --Methods of delivery
   --Anesthetics used

Check-Out Activity Sheet

ANSWERS

THE EXPECTANT FAMILY
(Page 2)

--Costs involved
--Kinds of prenatal education available
--Doctor's views on breastfeeding
--The hospital where delivery will take place
--Rooming-in
--Whether there will be other doctors working on the case
--Where the doctor can be reached in case of emergency

10. What can a parent do for the child who feels replaced by the new baby?
--Help the older child to feel that the baby belongs to him/her too.
--Give the child responsibilities for helping to prepare and to care for the baby.
--Give the child as much attention as possible. Don't make too big of a fuss over the new baby.

11. Name two emotional concerns that occur with expectant parents.
--The father may worry as to whether or not he will be a good father.
--Both parents may worry about finances.
--Glandular changes in the mother may cause mood changes that need to be accepted and coped with.
--Changes in body size can cause the female to worry about how her husband feels about her.
--Deciding whether the working mother will return to work after the birth of the infant may cause some concern for mother and/or father.

12. List three things that an expectant mother should do to maintain good health.
--Get plenty of rest
--Eat nutritious foods from the Basic Four Food Groups.
--Continue regular activities.
--Avoid overexertion and exhaustion.
--Maintain personal hygiene and appearance.
--Select comfortable clothing to wear.

13. List four of the effects that smoking, alcohol, and drugs can have on the fetus.
--Stillbirth
--Low birth weight
--Early infant death
--Premature birth
--Spontaneous abortion
--Fetal alcohol syndrome
--Deformities
--Addiction to drugs.

Evaluator's Final Checklist

THE EXPECTANT FAMILY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

Instructor's Guide Sheet Module [illegible]-32

PREGNANCY

NOTE TO THE INSTRUCTOR: You may need to get permission from school administrators and parents before using this module with students. (A sample letter to parents is provided in this manual, OR you may want to write your own.)

CONTENTS OF MODULE

Student Information	Activity	
PRENATAL DEVELOPMENT	1	
PROBLEMS DURING PREGNANCY.	4	
Student Self-Check		
FACTS ABOUT PREGNANCY.	5	
ANSWERS.	5	
Evaluator's Final Checklist		
PREGNANCY.	7	
Check-Out Activity Sheet		
PREGNANCY.	7	Instructor's
ANSWERS.	7	Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Prenatal development 2
Guidance Associates, "Parenthood: Pregnancy," (three filmstrips, three records or three cassette tapes).

OR

Guidance Associates. "Human Reproduction 100," (80 slides in 1 carousel cartridge). Slides 37-74.

RECOMMENDED REFERENCES

TOPIC: Prenatal development 1

PREGNANCY

CONTENTS OF MODULE (cont.)

RECOMMENDED REFERENCES	Activity
Brisbane, The Developing Child, 1980 edition.	
TOPIC: Common questions concerning childbirth . .	3
Brisbane, The Developing Child, 1980 edition.	

PREGNANCY

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board.	Bulletin board supplies	
1	Answers for the Student Information, PRENATAL DEVELOPMENT, are provided in this manual. You may borrow the birth atlas models of the human embryo and fetus from the biology department or from a health careers program for the students to see.	RECOMMENDED REFERENCE Brisbane, The Developing Child, pp. 69-78. Birth atlas models of the human embryo and fetus.	
2	Show filmstrips or slides about prenatal development. Use one of the suggested audio-visuals: filmstrip sets or slide sets. Or, use other applicable AV. Discuss the information presented in the AV as a large group. Allow the students to ask questions.	--Filmstrip or slide projector --Record or cassette tape player --Projection screen --Filmstrip set: "Pregnancy," (three filmstrips, three records, and three cassette tapes). OR Slide set: "Human Reproduction 100," (80 slides in one carousel cartridge). Show slides 37-74.	
3	Divide the class into small study groups. Have them discuss the reading about common questions concerning childbirth.	RECOMMENDED REFERENCE Brisbane, The Developing Child, pp. 97-102.	
4	Invite the county health nurse or an obstetric nurse to talk to the class about problems that might occur		

PREGNANCY

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
4	during pregnancy: --Danger signals --Common discomforts --Amniocentesis --Ultrasound		
5	Student Self-Check:		
6	FHA/HERO Have the student(s): --Produce a nutrition cookbook for pregnant teens.		
	--Use the "Healthy Babies: Chance or Choice Workbook" in a sectional or chapter work session.	For one free copy per chapter write to the National Foundation of the March of Dimes, Youth Division.	
	--Have local business people to sponsor "FHA/HERO Radio Days." Radio spot announcements on the proper prenatal care necessary for producing a happy and healthy baby could be prepared and broadcast on the radio.		
	--Organize a pregnancy information center in the school or local library.		
	--Show the filmstrip, "More Than Love," at a chapter meeting	--Filmstrip projector --Projection screen --Record player --Filmstrip: "More Than Love," color. 18 minutes. March of Dimes.	
	--Plan menus for expectant mothers. Print the menus plus diet tips on placemats which can be distributed through the county health department.		
7	Select questions from the Check-Out Activity Sheet for each student's checkout activity or for the	--Selected questions from the Check-Out Activity Sheet, PREGNANCY	

PREGNANCY

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
7	entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided in this manual. Use the Evaluator's Final Checklist to check each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore one of the following careers: obstetrician, child birth instructor, genetic counselor.

--Compile a notebook or folder about prenatal development and care.

--Read about pregnancy in other references. (See the REFERENCES ON PREGNANCY in this manual.)

SUGGESTED LETTER TO PARENTS

* *

Directions to the Instructor: South Carolina school districts vary as to their policy concerning the teaching of certain human development subjects. Depending upon your particular system, you may have to obtain parental permission before students can participate in these particular classes. The letter below is a sample of one you might prepare and send to parents or guardians. Before sending such a letter, you should first show it to your principal and/or superintendent for their information and approval.

* *

Date

Dear Parent or Guardian,

The Home Economics Department is planning to include in its course of study an area in human development which covers topics related to the physical, social and emotional development of teenagers. These topics include areas such as menstruation, the parts and functions of the human reproductive system, pregnancy and birth control.

The resource materials selected and written for students provide factual and up-to-date information concerning areas that are vital to the overall development of your teenager.

If you have any additional questions regarding the subject matter or the way it will be presented, please feel free to call me at ________ between the hours of   and   .

Please indicate approval for your teenager to participate in this portion of their home economics class by signing in the space below and returning this letter to me.

Sincerely,

____
Home Economics Teacher

Parent's Signature of Approval/Date

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Student Information

'RENATAL DEVELOPMENT

1. Define the word "prenatal."
   Prenatal refers to the period of time before birth.

2. The period of the ovum in the first stage of life for a human baby takes approximately two weeks.

3. What happens during the period of the ovum?
   The fertilized ovum divides and becomes two. The two become four, and so on until there is a mass of cells. Each cell is programmed to become a particular part of the body.

4. The mass of cells that develop from a single cell dividing is called the embryo.

5. The period of the embryo lasts about six weeks.

6. How is the embryo nourished (fed)?
   The embryo becomes firmly attached to the uterine wall with connected tissue called the placenta. Nourishment passes from the mother to the baby through the blood vessels in the placenta and umbilical cord.

7. What is "amniotic fluid?" "Amniotic fluid" is the bag of liquid that surrounds the growing embryo until just before birth.

8. The third and last stage of pregnancy is called the fetal period. It begins at about the ninth week of pregnancy and lasts until birth.

9. List the developmental characteristics of the fetus by the end of the third month.
   --It is about the size of a man's thumb and weighs about 23g (1 oz).
   --Its head is large in proportion to the rest of the body.
   --Its face has tiny nostrils, a mouth, and eyelids.
   --Miniature teeth are forming.
   --It now has separate fingers and toes.

10. List the changes that are occurring in the mother's body during the first three months.
    --The breasts become firmer, fuller, and are tender.
    --Frequent urination may occur.
    --She may be sleepier than usual
    --She may have nausea.
    --She may have a smaller appetite.
    --Her abdomen is slightly larger.

11. List the developmental characteristics of the fetus by the end of the fifth month.

    --The eyelashes and eyebrows appear.
    --The eyelids can open.
    --Fine hair begins to grow on the head.
    --The skin is soft and thin.
    --The fetus is very active and its movement may be felt.

12. What is meant by the word "quickening?
    "Quickening" is the feeling of life in the uterus.

13. What is "vernix caseosa?"
    "Vernix caseosa" is the fatty, white substance that protects the fetus' skin and keeps it from shriveling in the amniotic fluid.

14. What is meant by the word "lightening?"
    "Lightening" is the shift of the baby's weight. The fetus drops into the lower pelvis preparing for birth. The mother feels much more comfortable.

REFERENCES ON PREGNANCY

Books

Day, Beth and Dr. Margaret Lily. The Secret World of the Baby. New York: Random House, 1968.

Demarest, Robert J. and John J. Sciarra. Conception, Birth and Contraception - A Visual Presentation. New York: McGraw-Hill Book Company, 1969.

Flanagan, Geraldine Lux. The First Nine Months of Life. New York: Simon and Schuster, 1962.

Riker, Audrey Palm and Charles Riker. Finding My Way. Peoria, Illinois: Charles A. Bennett Company, Incorporated, 1979. (Chapter 8: Pregnancy.)

Manuals

Birch, William G. A Doctor Discusses Pregnancy. Chicago: Budlong Press Company, 1979.

Joseph, Lou. Natural Childbirth. Chicago: Budlong Press Company, 1977.

Neimark, Paul G. A Doctor Discusses Your New Baby and Your New Life. Chicago: Budlong Press Company, 1977.

Check-Out Activity Sheet

PREGNANCY

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following questions by matching the term or phrase with the description. Place the letter of the DESCRIPTION to the left of the number or the TERM OR PHRASE.

TERM OR PHRASE

_____ 1. Prenatal

_____ 2. Period of the ovum

_____ 3. Period of the embryo

_____ 4. Amniotic fluid

_____ 5. Period of the fetus

_____ 6. "Quickening"

_____ 7. "Vernix caseosa"

_____ 8. "Lightening"

_____ 9. Danger signals in pregnancy

_____10. Miscarriage

_____11. Toxemia

_____12. Amniocentesis

_____13. Ultrasound

_____14. Toxoplasmosis

DESCRIPTION

a. The first feeling of life in the uterus

b. Harmless, high frequency sound waves which are transmitted through the mother's abdominal wall

c. The period before the birth

d. The first stage of life

e. The mass of cells that develop from a single cell dividing

f. The shift of the baby's weight in preparation for birth

g. When the fetus is born before it can survive outside the mother's body

h. The bag of liquid that surrounds the growing embryo until just before birth

i. The last stage of pregnancy

j. The fatty, white substance that protects the skin of the fetus and keeps it from shriveling in the amniotic fluid

k. Bleeding from the vagina, continuing or severe headache, blurring of vision, fever, chills

l. The process of obtaining fluid and cells from the amniotic sac with a long, thin needle

m. A mild infectious disease which can cause birth defects

n. A complication that occurs during pregnancy and can usually be avoided by maintaining a proper diet and having regular check-ups

Check-Out Activity Sheet

ANSWERS
PREGNANCY

TERM OR PHRASE

c 1. Prenatal
d 2. Period of the ovum
e 3. Period of the embryo
h 4. Amniotic fluid
i 5. Period of the fetus
a 6. "Quickening"
j 7. "Vernix caseosa"
f 8. "Lightening"
k 9. Danger signals in pregnancy
g 10. Miscarriage
n 11. Toxemia
l 12. Amniocentesis
b 13. Ultrasound
m 14. Toxoplasmosis

DESCRIPTION

a. The first feeling of life in the uterus

b. Harmless, high frequency sound waves which are transmitted through the mother's abdominal wall

c. The period before the birth

d. The first stage of life

e. The mass of cells that develop from a single cell dividing

f. The shift of the baby's weight in preparation for birth

g. When the fetus is born before it can survive outside the mother's body

h. The bag of liquid that surrounds the growing embryo until just before birth

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j. The fatty, white substance that protects the skin of the fetus and keeps it from shriveling in the amniotic fluid

k. Bleeding from the vagina, continuing or severe headache, blurring of vision, fever, chills

l. The process of obtaining fluid and cells from the amniotic sac with a long, thin needle

m. A mild infectious disease which can cause birth defects

n. A complication that occurs during pregnancy and can usually be avoided by maintaining a proper diet and having regular check-ups

Evaluator's Final Checklist

PREGNANCY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

LABOR AND DELIVERY

CONTENTS OF MODULE

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PREPARING FOR CHILDBIRTH 1
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ANSWERS . . . . 9 Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: The birth process 4

Guidance Associates. "Parenthood: Birth," Part 1, (two filmstrips with records or cassette tapes).

OR

Guidance Associates. "Human Reproduction 100," (80 slides with one carousel).

TOPIC: The emotional and psychological experience of childbirth 6

Guidance Associates. "Parenthood: Birth," Part 2, (two filmstrips with records or cassette tapes).

LABOR AND DELIVERY

RECOMMENDED REFERENCE

Activity

TOPIC: Labor and delivery

3

American Red Cross, Family Health and Home Nursing, 1979 edition.

Brisbane, The Developing Child, 1980 edition.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Invite an expectant mother to talk to the class about getting ready for the hospital stay.		
2	Invite a childbirth instructor to come to the class and tell about childbirth classes. Have him/her to tell about the following: --Philosophies and goals of childbirth classes, such as the ASPO method (American Society for Psychoprophylaxis in Obstetrics), the Bradley method, the Dick-Read method, the Lamaze method, or modifications of the two, i.e., Erna Wright method and the Kitzinger method. --Procedures --Number of classes --Father or "coach" involvement --Cost If a resource person is not available, you may want to prepare a lecture on child-		

LABOR AND DELIVERY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
2	birth education classes. Collect information from local maternity centers, prenatal centers, etc. Or, write to the organizations listed in this manual for information on childbirth classes. Have the students read about childbirth and child-care education in references.	RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, pp. 97-98.	
3	Answers to the questions on Student Information, LABOR AND DELIVERY, are provided in this manual.	RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, pp. 99-103. AND/OR Brisbane, The Developing Child, pp. 105-111.	
4	If the recommended audiovisuals are not available, check with the local health department about borrowing a film on childbirth. Show the film, filmstrip, or slides about childbirth. Discuss the topics on Student Information, DISCUSSION GUIDE--CHILDBIRTH. Allow the students to ask questions.	--Filmstrip, or slide projector --Record and cassette tape player --Projection screen --Filmstrip: "Parenthood: Birth," Part 1, (one of two filmstrip set with a record and cassette tape). OR --Slides: Human Reproduction 100," Slides 75-80, (80 slides in one carousel).	

LABOR AND DELIVERY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Prepare the "Childbirth Word Game" according to the directions in this manual. Play the game in small or large groups of students.	--Strips of paper --Small box or an empty coffee can	
6	Show the filmstrip about the emotional and phychological experience of childbirth. In a large group activity, discuss the feelings that parents experience during the birth of a child and the role of the father during birth. If filmstrip is not available, invite a couple who has recently experienced the birth of a child to talk to the class about their experiences. Allow the students to ask questions.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip: "Parenthood: Birth," Part 2, (one of a two filmstrip set with record and cassette tape).	
7	Student Self-Check		
8	FHA/HERO Have the student(s): --Sponsor an all-day workshop for pregnant women in the community. Invite speakers to talk and provide references, films, pamphlets, etc. about pregnancy, childbirth, and parenting.	391	

LABOR AND DELIVERY

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided in this manual.	--Selected questions from the Check-Out Activity Sheet, LABOR AND DELIVERY.	
	Use the Evaluator's Final Checklist to check each student's performance.	--Master Copy of the Evaluator's Final Checklist	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore one of the following occupations: nurse-midwife, obstetric nurse, child birth instructor or coach, obstetrician, anesthesiologist.

--Read about labor and delivery in other references. A list is provided in this manual.

--Visit a class for expectant parents or visit a prenatal clinic. Report their findings back to the class or the instructor.

--Interview a mother who has just delivered her first child. Ask her about her experience before, during, and after delivery. Report their findings back to the class or the instructor.

--Interview a father who attended the delivery of his child. Ask him about how he felt before, during, and after the delivery. Report their findings back to the class or the instructor.

LABOR AND DELIVERY

TEACHER'S NOTES

--Research future trends in childbirth such as combination labor-delivery rooms, gentle birthing, biofeedback, team parenting, rehumanization of childbirth.

—Read about gentle birthing in Dr. Frederick Laboyer's book, Birth Without Violence.

SOURCES FOR INFORMATION ABOUT PREPARED CHILDBIRTH

American College of Nurse-Midwives
Suite 1210
1000 Vermont Avenue, N.W.
Washington, D.C. 20005

American Society of Childbirth Educators, Incorporated
7113 Lynwood Drive
P.O. Box 16159
Tampa, FL 33687

Family Life and Maternity Education Incorporated (FLAME)
Annandale, VA

International Childbirth Education Association, Incorporated
P.O. Box 20852 or 11040 West Blue Mound Road
Milwaukee, WI 53226

Maternity Center Association
48 East 92nd Street
New York, NY 10028

Student Information

LABOR AND DELIVERY

1. What is labor?
   Labor is the work that the muscles of the uterus does, in cooperation with the mother's efforts, to deliver the baby.

2. Briefly describe the stages of labor.
   a. The first stage of labor is the contracting of the uterus muscles to cause the cervix to gradually open or dialate so that the baby can pass through to the birth canal.
   b. The second stage of labor is the period of time from the opening of the cervix through to the delivery of the baby.
   c. The third stage of labor is the delivery of the afterbirth.

3. List the common symptoms of labor.
   --Contractions (cramps) that occur in a regular pattern starting at the lower back and spreading to the lower abdomen.
   --A gush of liquid from the vagina indicating the amniotic sac (bag of water surrounding the fetus) has broken.
   --The "show" or spotting indicating that the mucous plug has dislodged from the cervix.

4. When should the expectant mother plan to go to the hospital once she has started having contractions?
   She should go to the hospital when the contractions are five to ten minutes apart, if this is her first pregnancy. Women who have had other children should go sooner.

5. Define the term "breech birth."
   "Breech birth" is when the baby travels through the birth canal bottom first. Normally, the head is first.

6. List procedures taken to "prep" (prepare) a mother for delivery.
   --The vaginal area may be shaved and is washed with a special solution to help keep the area germ-free during delivery.
   --An enema is given.
   --Blood pressure, temperature, pulse, respiration are taken and recorded.
   --A urine sample may be taken.
   --The heart sounds of the fetus are checked.

7. The first stage of labor is the longest.

8. List ways the mother can be relieved during the second stage of labor.
   --Instructions to breath in and out rapidly with short, panting breaths. (If her hsuband is present and they have had the childbirth preparation classes, he may coach her.)
   --Medicine to relieve the pain.
   --Instructions when and how to push and breathe correctly to help in the delivery of the baby.

--Episiotomy (a cut made in the vaginal muscle) may be performed to allow the baby more room to pass through the vaginal opening and to prevent tearing.

9. What is the afterbirth?
The afterbirth is the placenta. It attaches the fetus to the wall of the uterus.

10. What is done to help the uterus return to normal.
--Sometimes medicine is given.
--The mother's lower abdomen is massaged every few minutes.

Childbirth Word Game

Directions to the Instructor: Write each of the words listed below on a separate strip of paper. Fold the strip of paper into quarters and put into a box or can. Have each student draw a strip of paper from the box or can and define the word that is on the strip.

You may want to divide the class into teams or set up a point system for scoring. The main purpose of the game is to review the information that the students have learned through the learning activities. Also, add words to this list.

Words

Afterbirth
Cesarean section
Contractions
Crowned
Dilation of the cervix
Effacement
Episiotomy
Expulsion
Forceps delivery
Induced labor
Labor
Lightening
Molding
Natural childbirth
"Prepped" for birth
Transition period of labor

Answers

Afterbirth - delivery of the placenta after the baby has been born.

Cesarean section - the removal of the baby from the uterus through an incision in the abdominal wall and uterus.

Contractions - cramps due to the muscles contracting.

Crowned - when the baby's head can be seen at the mouth of the vagina.

Dilation of the cervix - the opening of the cervix to permit the passage of the baby into the birth canal.

Effacement - the stretching out of the cervix until it is very thin.

Episiotomy - a small cut in the area between the vagina and the rectum.

Expulsion - the second stage of labor; the baby being expelled from the birth canal.

Forceps delivery - when forceps are used to help deliver the baby.

Induced labor - when a hormone is injected into the mother to cause labor to begin.

Labor - the work done on the part of the mother and the body to help the baby be born.

Lightening - the feeling that occurs when the fetus settles into the lower pelvis area.

Molding - the shaping of the baby's head to adjust to the shape of the birth passage.

Natural childbirth - giving birth to a baby without the use of drugs.

"Prepped" for birth - a nurse prepares the mother for giving birth, i.e. enema, pubic hair shaved, etc.

Transition period of labor - the instinctive urge to bear down along with a feeling of pressure in the rectum as the baby enters the birth canal.

REFERENCES ABOUT CHILDBIRTH

Bing, E. The Adventure of Birth. New York: Ace Books, 1975.

____________. Six Practical Lessons for an Easier Childbirth. New York: Bantam Books, 1969.

Brazelton, B. Neonatal Behavioral Assessment Scale Films. Newton, Massachusetts: Educational Development Center, 1976.

Cohen, A. and S. Walzer. Childbirth Ecstasy. San Francisco: San Francisco Aquarius Publishing Company, 1971.

Dally, A. The Birth of a Child. New York: Crown Publishers, 1969.

Dick-Read, G. Childbirth Without Fear. New York: Harper and Row Publishers, 1953.

Guttmacher, A. Pregnancy and Birth. New York: Signet, 1962.

Hazell, L.D. Commonsense Childbirth: How To Have Your Child Your Way. New York: G.P. Putnam's Sons, 1967.

Ingleman-Sunberg, A., and C. Wirsen. A Child Is Born. New York: Delacorte, 1966.

International Childbirth Education Association, Box 5052, Milwaukee, Wisconsin 53220, provides a list of books and pamphlets about pregnancy and childbirth.

Jacobson, E. How To Relax and Have Your Baby. New York: McGraw Hill, 1959.

Kitzinger, S. Giving Birth. New York: Signet, 1962.

Kitzinger, S. The Experience of Childbirth. New York: Penguin Books, 1972.

Leboyer, F. Birth Without Violence. New York: Alfred A. Knopf, 1976.

Milinaire, C. Birth Facts and Legends. New York: Harmony Books, 1974.

Check-Out Activity Sheet

LABOR AND DELIVERY

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following questions.

1. List three things that expectant parents must make decisions about and prepare for before childbirth.

2. ____________________ are registered nurses who have been trained to handle routine obstetrical deliveries.

3. With the ________________________ birth method the mother usually goes through the childbirth classes to help her learn to control her breathing and to help her learn to cope with the labor pains.

4. The ______________________ type of delivery means that the expectant mother will be given medications or anesthetics to reduce the labor pain or to eliminate it.

5. The ______________________ delivery is the type of delivery that is performed when there are complications.

6. Briefly describe the stages of labor.

7. List two common symptoms of labor.

8. When should the expectant mother plan to go to the hospital once she has started having contractions?

9. List three of the procedures taken to prepare a mother for delivery.

10. What is done to help the uterus return to normal?

Check-Out Activity Sheet

ANSWERS
LABOR AND DELIVERY

1. List three things that expectant parents must make decisions about and prepare for before childbirth.
   --who will deliver the baby
   --the place of the delivery
   --the type of delivery method that will be used
   --whether or not to attend childbirth education classes
   --the preparation for the hospital stay
   --the cost involved in each of the above

2. Nurse-midwives are registered nurses who have been trained to handle routine obstetrical deliveries.

3. With the natural birth method the mother usually goes through the childbirth classes to help her learn to control her breathing and to help her learn to cope with the labor pains.

4. The anesthetized type of delivery means that the expectant mother will be given medications or anesthetics to reduce the labor pain or to eliminate it.

5. The cesarean delivery is the type of delivery that is performed when there are complications.

6. Briefly describe the stages of labor.
   The first stage of labor is the contracting of the uterus muscles to cause the cervix to gradually open or dialate so that the baby can pass through to the birth canal.
   The second stage of labor is the period of time from the opening of the cervix through to the delivery of the baby.
   The third stage of labor is the delivery of the afterbirth.

7. List two common symptoms of labor.
   --Contractions that occur in a regular pattern starting at the lower back and spreading to the lower abdomen
   --A gush of liquid from the vagina indicating the amniotic sac has broken
   --The "show" or spotting appears indicating that the mucous plug has dislodged from the cervix

8. When should the expectant mother plan to go to the hospital once she has started having contractions?
   She should go to the hospital when the contractions are five to ten minutes apart, if this is her first pregnancy. Women who have had other children should go sooner.

9. List three of the procedures taken to prepare a mother for delivery.
   --The vaginal area may be shaved and is washed with a special solution to help keep the area germ-free during delivery.

Check-Out Activity Sheet
ANSWERS
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Page 2

--An enema is given.
--Blood pressure, temperature, pulse, and respiration are taken and recorded.
--A urine sample may be taken.
--The heart sounds of the fetus is checked.

10. What is done to help the uterus return to normal?
--Sometimes medicine is given.
--The mother's lower abdomen is massaged every few minutes.

Evaluator's Final Checklist

LABOR AND DELIVERY

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

POSTPARTUM CARE

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RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Mother and infant health care 4

Guidance Associates. "Parenthood: Mother/Infant Health Care," Part 1 and 2, (two filmstrips with records or cassette tapes).

Pampers: "Care for Two, Baby and You," (filmstrip)

Gordon and Wallin, Parenting, A Guide for Young People.

POSTPARTUM CARE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have two or three mothers bring their babies to the class for the students to observe for the common physical characteristics. (This could be done during Learning Activity 5, if you request that the new mothers bring their babies.)		
2	Have a maternity nurse to come to the class and tell about the hospital care for the newborn.		
3	As a large group, discuss Student Information, POSTPARTUM CARE OF THE MOTHER. Allow the students to ask questions. Have students read other reference materials about postpartum care for the mothers.	ADDITIONAL REFERENCE ______. Better Homes and Gardens New Baby Book. Des Moines, Iowa: Meredith Corporatin, 1979. (Chapter 7)	
4	This activity is a reinforcement for learning. It can be omitted if you are going to have resource persons for Learning Activity 5. Show the filmstrips about mother/infant health care. Use the suggested filmstrip set or other applicable AV.	—Filmstrip projector —Record player or cassette tape player —Projection screen —Filmstrip set: "Mother/Infant Health Care," Part 1 and 2, (two filmstrips with records or cassette tapes).	
5	Invite a group of new mothers to come to the class and tell about labor, delivery, and postpartum care.		

POSTPARTUM CARE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Encourage the students to ask questions.		
6	Student Self Check		
7	FHA/HERO Have the student(s): --Send special cards of congratulations to new parents in the community. Include a listing of names and phone numbers of FHA/HERO members who would be available to help with housework and child care during the new mother's first days home from the hospital.		
8	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided in this manual. Use the Evaluator's Final Checklist to check each student's performance.	--Selected questions from the Check-Out Activity Sheet, POSTPARTUM CARE--HOSPITAL STAY. —Master Copy of the Evaluator's Final Checklist.	

POSTPARTUM CARE

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore one of the following careers: obstetrician, obstetric nurse, pediatrician, maternity nurse.

--Visit a hospital to view the newborn babies.

Check-Out Activity Sheet

POSTPARTUM CARE

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following questions.

1. Some newborns have a misshapen head due to ______________ during the passage through the birth canal.
2. The newborn's head will have two soft spots. These are called ___________.
3. The newborn's eyes are _______________ in color for fair-skinned babies and _________________ for dark-skinned ones.
4. When a newborn baby cries, there are no tears. Why?
5. Newborns may be covered with a fine, downy hair called _________________.
6. Why is crying necessary for the newborn?
7. List six procedures that are followed through as a part of routine hospital care for the infant.
8. List six procedures that are followed through as a part of routine hospital care for the mother.
9. List four postpartum processes a mother should expect after delivery.
10. After returning home, the mother needs to care for her body. List four aspects of her health that she must care for.
11. List five things that are usually done during the mother's six weeks check-up.

Check-Out Activity Sheet

ANSWERS
POSTPARTUM CARE

1. Some newborns have a misshapen head due to molding during the passage through the birth canal.

2. The newborn's head will have two soft spots. These are called fontanels.

3. The newborn's eyes are blue-gray in color for fair skinned babies and brown for dark-skinned ones.

4. When a newborn baby cries, there are no tears. Why?
The tear ducts are not yet functioning.

5. Newborns may be covered with a fine, downy hair called lanugo.

6. Why is crying necessary for the newborn?
Crying is necessary to cause the baby to suck in air and inflate the lungs.

7. List six procedures that are followed through as a part of routine hospital care for the infant.
--The umbilical cord is clamped, tied, and cut.
--Drops of silver nitrate or another antiseptic solution are put into the baby's eyes.
--The Apgar score is determined.
--The Guthrie test is required by law in some states.
--The baby's footprint and thumbprint are made.
--Two bands with the baby's family name are placed on the wrists or ankles for proper identification.
--The newborn is weighed and measured.
--The baby is cleaned to remove blood and vernix caseosa.
--A complete physical is given to determine any abnormalities.
--The baby is wrapped in a blanket and taken to the nursery.
--If the baby is a male, the parents will be asked about circumcision.
--Birth records are recorded in order to certify birth.
--The pediatrician may visit the baby while still in the hospital.

8. List six procedures that are followed through as a part of routine hospital care for the mother.
--The episiotomy is repaired.
--The abdomen will be massaged periodically to aid the uterus in contracting to normal size and to minimize the amount of blood loss.
--The mother's breathing and blood pressure may be watched in a recovery room.
--A medication may be given to stop the production of milk.
--If breast-feeding, the mother will be shown how to help her baby learn to nurse the breast.
--Sponge baths will be administered during the first days after delivery.
--The mother will learn how to care for the genital area.

--Sitz baths may be given to promote healing of the episiotomy or hemorrhoids.
--Cesarean incisions will be checked to see if they are healing properly.
--The mother will learn postpartum exercises.
--The mother will learn about the things she can expect in the functioning of her body.

9. List four postpartum processes to expect after delivery.
--Heavy discharge of blood and tissues
--Lactation to begin on the third day after delivery
--Slight menstrual-like cramps in women who have had previous children
--Episiotomy makes sitting uncomfortable
--Postpartum blues
--Menstruation occurs no sooner than four to eight weeks after delivery.

10. After returning home, the mother needs to care for her body. List four aspects of her health that she must care for.
--Diet
--Personal hygiene
--Breast care
--Exercises
--Activities
--Genital care

11. List five things that are usually done during the mother's six weeks check-up.
--pelvic examination to determine if the uterus and other organs involved in childbirth have returned to normal
--blood pressure checked
--pulse checked
--respriation checked
--urine specimen
--weight checked
--an injection to stop the milk supply if the mother is breast-feeding and wishes to quit
--discussion of family planning and resuming sexual intercourse

Evaluator's Final Checklist

POSTPARTUM CARE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

Instructor's Guide Sheet

Module HD-35

SELECTING AND CARING FOR A LAYETTE

CONTENTS OF MODULE

Student Information

Activity

CHOOSING THE LAYETTE 1

CARING FOR THE INFANT'S CLOTHING 3

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ANSWERS 5

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Check-Out Activity Sheet

SELECTING AND CARING FOR A LAYETTE . . . 7 Instructor's Manual

ANSWERS . . . . 7 Instructor's Manual

SELECTING AND CARING FOR A LAYETTE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	As a large group, discuss the items of clothing that make up a layette. You may want to talk about the safety of the garments, i.e., flame retardant, etc. You may want the students to read more about clothing the infant in the recommended reference.	Hurlock, Child Growth and Development, pp. 72-75.	
2	Display a layette.	--Diapers --Diaper pins --Receiving blankets --Undershirts --Kimonos --Gowns --Sacque sets --Jumpsuits and sleepers --Sweaters --Plastic pants --Blanket(s) --Socks and booties --Bonnet or cap	
3	After the students have read about caring for the layette, demonstrate laundering an infant's clothing. Encourage students to read additional references about the care of the infant's clothing.	Brisbane, The Developing Child, pp. 63-65; 146-147.	
4	Discuss the basic nursery needs as a large group. Suggest points on safety.		
5	Student Self-Check		

SELECTING AND CARING FOR A LAYETTE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	FHA/HERO Have the student(s): --Make baby clothes or/ layette for a needy family.		
7	Provide each student with a test. Use questions from the Check-Out Activity Sheet for each student or for the entire class. The test may be given orally, especially for slow learners. Answers to the Check-Out Activity Sheet are provided.	—Selected questions from the Check-Out Activity Sheet, SELECTING AND CARING FOR A LAYETTE.	
7	Use the Evaluator's Final Checklist to check each student's performance.	—Master Copy of the Evaluator's Final Checklist	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Visit stores that sell baby clothes, furnishings, and equipment. Examine what is available; plan a minimum layette; determine what furnishings and equipment would be essential; figure the cost of the layette, furnishings, and equipment. Report their findings.

--Volunteer to do the laundry for a mother of an infant for a period of 2-4 weeks.

--Explore the career of a children's clothes designer or a clothing specialist.

Check-Out Activity Sheet

SELECTING AND CARING FOR A LAYETTE

****

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

Directions: Answer the following questions.

1. ____________________ is the customary term for an infant's first clothes.
2. When selecting items for a layette keep in mind the _____________ and the ________________ in which the infant will be born.
3. Buy only what is needed for the layette because ________________________.
4. ________________ are a very important part of an infant's layette. You will need three or four dozen.
5. Two kinds of diapers are available, ________________ and _____________.
6. A _________________________ picks up wet and soiled diapers once or twice weekly and at the same time delivers clean ones.
7. Disposable diapers cut out the _________________ and __________________ tasks.
8. Disposable diapers are good to have on hand for ___________________ and for ____________________, if you use cloth diapers regularly.
9. Care must be taken to keep the diapers and other infant's clothing clean and soft to prevent ____.
10. When planning for the infant, other basic nursery needs must be planned for. Name three other basic nursery needs.

Check-Out Activity Sheet

ANSWERS

SELECTING AND CARING FOR A LAYETTE

1. "Layette" is the customary term for an infant's first clothes.

2. When selecting items for a layette, keep in mind the climate and season of the year in which the infant will be born.

3. Buy only what is needed for the layette because babies grow very fast.

4. Diapers are a very important part of an infant's layette. You will need three or four dozen.

5. Two kinds of diapers are available: cloth and disposable.

6. A diapering service picks up wet and soiled diapers once or twice weekly and at the same time delivers clean ones.

7. Disposable diapers cut out the laundering and folding tasks.

8. Disposable diapers are good to have on hand for traveling and for emergencies, if you use cloth diapers regularly.

9. Care must be taken to keep the diapers and other infant's clothing clean and soft to prevent skin irritations, such as diaper rash, chafing, and allergies.

10. When planning for the infant, other basic nursery needs must be planned for. Name three other basic nursery needs.

--Sleeping
--Diapering
--Bathing
--Feeding

Evaluator's Final Checklist

SELECTING AND CARING FOR A LAYETTE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

PROVIDING APPROPRIATE INFANT STIMULATION EXPERIENCES

CONTENTS OF MODULE

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INFANT STIMULATION 2
ACTIVITIES FOR INFANTS. 4

Student Self-Check

INFANT STIMULATION GRAB BAG 5

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PROVIDING APPROPRIATE INFANT STIMULATION EXPERIENCES 10

Check-Out Activity Sheet

STUDENT WORKSHEET FOR PLANNING INFANT STIMULATION EXPERIENCES FOR INFANTS . . . . . . 10 Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation HD-38, "Infant Stimulation" 3

RECOMMENDED REFERENCES

Topic: Infant development during the first eighteen months of life 1

Hurlock, Child Growth and Development, 1978 edition.

Topic: Safety rules for the infant's toys, play equipment, and play area. 8

Brisbane, The Developing Child, 1980 edition.
Hurlock, Child Growth and Development, 1978 edition.

PROVIDING APPROPRIATE INFANT STIMULATION EXPERIENCES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	After reading the references, have the students participate in a circular response giving questions and answers related to infant development.	RECOMMENDED REFERENCE Hurlock: Child Growth and Development, pp. 48-56. ADDITIONAL REFERENCE Ames, Child Care and Development pp. 55-70. New York: J.B. Lippincott Company, 1979.	
	Prepare a bulletin board for an interest approach for the module.	--Bulletin board supplies	
2-3	Allow the students to view the slide-tape presentation individually or in small groups. After everyone has viewed the slide-tape presentation have the students participate in a popcorn session by giving one idea learned from the slide-tape presentation.	--Rear screen projector --Slide-tape presentation	
4	Divide the class into roundtable groups. Assign each group an infant age span. Provide reference materials for each group to use to research and discuss infant stimulation activities. After the groups have had their roundtable discussion, have each group share their findings with the other groups.	ADDITIONAL REFERENCES Ira J. Gordon, Baby Learning Through Baby Play. New York: St. Martins Press. American Guidance Service, "Small Wonder Kit." (Order from the American Guidance Service, Publisher's Building, Circle Pines, MN 55014.) Toy Catalogs	
5	Student Self-Check: Prepare the INFANT STIMULATION GRAB BAG for the self-check using a paper bag.	--Paper bag --Index cards listing an infant's age between birth and 18 months.	

PROVIDING APPROPRIATE INFANT STIMULATION EXPERIENCES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Write different ages of infants (birth to 18 months) on index cards. Put the cards in the paper bag. This can be done individually or in small groups. Along with answering the questions for the Student Self-Check, the students could demonstrate the infant stimulation activity that they suggested.	--Doll or infant --Toys --Play equipment	
6	Collect or borrow infant toys from students or from a local store for the display. Have the students select and evaluate a toy from the display. Give them the INFANT TOY EVALUATION FORM to use as they evaluate the toy selected. Order pamphlets on infant toys for the students.	Infant toys, such as: --Rattle --Squeeze toys --Stuffed toys --Crib gyms or exercisers --Mobile --Ball --Stocking toys --Nesting toys --Pull toys --Master copy of the INFANT TOY EVALUATION FORM. PAMPHLET TO ORDER: Suzanne Rames: "The Right Toy at the Right Time - Buying Toys for Baby." (FREE). Toy Manufacturers of America. 200 Fifth Avenue, New York, NY 10010.	
7	Provide catalogs for the students to use. Have them report their work to the class.	--Catalogs for toys and play equipment.	

PROVIDING APPROPRIATE INFANT STIMULATION EXPERIENCES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	If possible, take a field trip to a local department or toy store to view toys and play equipment for infants. Have the students use the Field Trip Observation Sheet: TOYS AND EQUIPMENT FOR AN INFANT to consider the cost, age range, safety, and use of five toys and/or play equipment. Have them to share their findings with the class.	--Master Copy of the Field Trip Observation Sheet: TOYS AND EQUIPMENT FOR AN INFANT.	
8	Divide the class into small groups to discuss and list safety rules for infant toys, play equipment, and the play area. Have the groups take turns presenting the rules on their lists. You may want to assign each group a specific topic so that there is no overlap of answers; i.e., toys, play equipment, play areas, etc. Prepare a bulletin board using the student's safety rules.	RECOMMENDED REFERENCES Brisbane, The Developing Child, pp. 287-288, 383-387. OR Hurlock, Child Growth and Development, pp. 125-129. —Bulletin board supplies	
9	FHA/HERO Have the student(s): --Make a pamphlet about infant stimulation activities and distribute it in the community or during an infant clinic. Tell what infant stimulation is, why it is important to infant		

PROVIDING APPROPRIATE INFANT STIMULATION EXPERIENCES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9	development. Then make a listing of activities for each of the following age spans: Birth to 3 months, 3 to 6 months, 6 to 9 months, 9 to 12 months, 12 to 15 months, 15 to 18 months. --During a sectional meeting play the game, "Toy Shower." Place pictures of stimulating toys or activities in boxes or in envelops. Each student should provide a box or an envelop with a picture inside. One (or more) student(s) could be designated as the honoree of the shower. As each box is opened the student who gave the gift tells how it may be used to stimulate the infant.		
10	Arrange to have infants in the class for the check-out activities. This could be done on a day that you have an infant clinic. If "real life" situations are not possible, provide five case situations for each student's check-out activity. Choose from the age span of birth - 18 months for the case situations. Have copies of the Check-Out Activity Sheet available.	--Master copy of the Check-Out Activity Sheet, STUDENT WORKSHEET FOR PLANNING INFANT STIMULATION EXPERIENCE FOR INFANTS. --Infants or students --Toys for infants --Play equipment for infants	

PROVIDING APPROPRIATE INFANT STIMULATION EXPERIENCES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
10	Use the Evaluator's Final Checklist for checking each student out.	—Master copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Make a mobile illustrating stimulating infant activities. Have them display it in the classroom.

--Observe methods of infant stimulation used by parents of infants whom you know or whom you see at church, in the community, or at school. Have them share their observations with you and class.

--Plan, organize, and guide infant stimulation activities when baby-sitting with an infant. Have them plan appropriate activities for the infant's age. Have them report their self-evaluation to you.

--Research one of the following careers: nursery school teacher, early childhood education teacher, toy specialist, professional nanny, governess.

INFANT STIMULATION

Frame 1
"Infant Stimulation"

Frame 2
Infant stimulation is the process of providing an infant with play activities and materials that promote physical, mental, social, and emotional growth and development. Offer the infant a variety of sights, sounds, shapes, and textures to explore. These experiences will stimulate the senses of sight, hearing, tasting, smelling, and touching.

Frame 3
Stimulation can be provided as you diaper, dress, feed, and bathe the baby. A special time should be set aside each day to play and interact with the infant and to provide stimulating experiences.

Frame 4
As you interact with the infant, be sure to talk to him/her. The sound of your voice is stimulating. Praise the infant for any evidence that the infant is responding to the stimulus or is mastering a new task. This helps the infant develop good feelings about himself/herself and others. It also promotes a feeling of love and security.

Frame 5
Stimulating activities for the infant are more meaningful and promote positive growth and development when the atmosphere is relaxed and friendly. Do not pressure the infant to do an activity that is too difficult or one that he/she is not interested in. Don't be discouraged if the infant forgets how to do a skill. Permanent learning comes through practice and repetition.

Frame 6
Many child development specialists believe that the earlier infant stimulation activities occur in a child's life the more he/she will react to and learn. In selecting and planning activities, keep in mind the infant's age and development. The infant's individual needs should be met according to his/her developmental level. Infants should learn at their own pace.

Frame 7
Infants start learning from the day they are born. Their senses immediately start to work. In the slides that follow you will view infant stimulation activities for the infant from birth to eighteen months. You will learn the purpose of the activity as each relates to the infant's growth and development. Keep in mind that these are only a few activities that can be used to stimulate the infant.

Frame 8
During the first days after birth infants need more than food, clothing, warmth, and sleep. They also need a sense of security and love. This can be provided through holding, touching, and talking softly to them. The next five slides show appropriate infant stimulation experiences for infants from birth to three months.

Frame 9
The rocking chair is a valuable piece of furniture to have for interacting with the baby. While rocking, hold the infant close and snuggled in your arms. Remember that the newborn has spent nine months warm and snug in the womb. This type of experience feels safe and secure. Singing and talking to the baby along with rocking can express many feelings. It nurtures the growth of the central nervous system. The rhythm of the rocking motion is soothing. All of these activities provide the feelings of relaxation, love, and security.

Frame 10
A crib mobile can provide hours of stimulation as the infant learns to focus on the moving objects and watches it for a few moments. Blow on the mobile to produce movement. This activity helps the infant learn to control eye movement.

Frame 11
Stroking an infant's fingers, hands, toes, and feet with different textures of material offer stimulation for the sense of touch and feeling. A good time to provide this type of activity is during bathtime. Terry washcloths and bath towels, cotton diapers, and satin trim on the blanket, or a soft sponge offer a variety of textures for the infant to feel and touch.

Frame 12
Provide opportunities for the infant to grasp and hold your fingers. This strengthens the muscles that grasp and hold. It helps the infant begin to coordinate the muscle movement.

Frame 13
Rolling the infant back and forth on a bolster or a rolled-up pillow helps the baby relax arm and shoulder muscles and lift his/her head. To do this, lay the infant face down across the bolster with arms extending freely in front. Then grasp the hips and thighs and slowly move the baby backward and forward. The baby's arms are not yet well developed enough for bracing.

Frame 14
The next four exercises are appropriate for most babies from three to six months of age. The crib exerciser or crib gym can be fastened to the crib to offer entertainment and exercise. Adjust the level of the crib mattress and the crib exerciser so that the infant can grasp the objects. This activity strengthens the muscles and encourages eye-hand coordination.

Frame 15
Looking in a mirror is a way for the infant develop a sense of self as a person. Make funny faces in the mirror. Try hats on the infant as he/she focuses on the reflection. Talk as you do this.

Frame 16
Playing finger games helps the infant begin to learn to follow sequence and learn to touch, look, listen, and coordinate the body. "This Little Pig Went To Market" is a familiar finger game often played with infants.

Frame 17
Place the infant in a stomach down position with a favorite toy placed just beyond reach. This activity encourages reaching and grasping objects. It is a way for the infant to coordinate the movement of the large muscles.

Frame 18
The next activities are appropriate for infants about six to nine months of age. Bouncing in an exercise chair exercises the arms and legs, develops the neck and back muscles, the head and upper body control, and coordination of the large muscles. The activity should be for only a few minutes at a time because the infant will quickly tire.

Frame 19
At this age, most babies like blocks or other stacking toys. Stack the blocks for the infant to topple over. This promotes eye-hand coordination and the infant learns that the stack of objects will fall over when pushed. Praise the infant for toppling the blocks. Then, stack them again.

Frame 20
Books with large colorful pictures are stimulating. At this age the infant is learning to see the difference between one object or shape and another. As you turn the pages, name and talk about each object.

Frame 21
Continue to do finger games with the infant. "Pat-A-Cake" is a fun finger play that encourages the infant to imitate what you do. Imitation and repetition of a game are needed to make learning permanent. The infant learns to play with another person through this activity.

Frame 22
When infants are from about nine to twelve months of age, they need more advanced stimulation since they are more mobile. It is important to keep dangerous items out of reach. Playing in the base cabinets of the kitchen offers an opportunity for the infant to explore and experiment by pulling out pots and pans and by beating on them to make noise. This activity encourages independence and also provides experiences with different shapes and sizes. The infant learns that a small object will fit into a larger object, but a large object will not fit into a smaller object.

Frame 23
Emptying objects out of a container is fun for the nine to twelve month old. At first the baby may dump all of the objects out and later learn to remove one object from the container at a time. This activity can keep an infant busy and entertained for long periods of time. It also promotes coordination of small muscles.

Frame 24
The baby says, "Catch me!" by crawling away from you and looking back to see is you are following. This type of play develops a sense of cooperation and partnership.

Frame 25
Sudden disappearing and reappearing of a toy fascinates a baby and encourages problem solving. This activity also helps the infant learn that the objects continue to exist when out of sight.

Frame 26
During the age span of twelve to fifteen months, the infant is learning to walk. Encourage the infant and give praise for efforts to accomplish this skill. Improving the sense of balance and coordinating the large muscles are two of the early benefits of this activity.

Frame 27
Throwing or rolling a ball for a game of catch is a pleasant activity that encourages attention to your directions. The baby also learns more about being a partner in a game. A large ball is easier to handle at this stage.

Frame 28
The telephone offers a lot of stimulation for an infant by listening to the ringing phone and to the voice at the other end of the line. Learning new words, responding to questions, and/or repeating words encourages vocabulary development.

Frame 29
Pushing legs backwards and forwards when riding a scooter helps the infant coordinate the large muscle movements. Sometimes the infant likes to pull the scooter along while walking beside it.

Frame 30
Babies from fifteen to eighteen months of age like to look at pictures of family members. They also like to name parts of the body. They show increased interests in stories which promotes the development of language skills. The infant learns to talk, follow directions, and understand concepts by interacting with you during these activities.

Frame 31
Opening and closing doors or containers is fun for the infant and a good learning experience, teaching the imitatation of others and also promoting a sense of humor.

Frame 32
Putting away toys is a way for the infant to begin to learn to be responsible and to follow directions.

Frame 33
Matching a block or object with another is an activity in which the infant learns the differnece between the words "same" and "different." This is a new way to play with old objects.

Frame 34
In this slide-tape presentation you have learned a variety of activities that will provide appropriate stimulation experiences for infants. As you play with an infant, you will learn more and more about how to provide other stimulating activities that encourage the growth and development of that particular child.

This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage area.

Master Copy for Learning Activity 6

INFANT TOY EVALUATION FORM

Name of toy: ____

TOY CHARACTERISTICS	Excellent	Good	Fair	Poor
1. Colorful				
2. Simple design				
3. Easy to grasp for age designed				
4. Has a variety of uses				
5. Durable construction				
6. No small parts				
7. No sharp or pointed edges				
8. Non-toxic finishes				
9. Suitable for the age designed				
10. Washable				

Master Copy for Learning Activity 7

Field Trip Observation Sheet

TOYS AND EQUIPMENT FOR AN INFANT

Directions: While on a field trip to a toy store, select five items (toys and/or equipment) for an infant. Complete the chart below by filling in information about each of the items.

INFANT TOY OR PIECE OF EQUIPMENT	APPROPRIATE AGE RANGE	COST	SAFETY	USES OF THE ITEM
1.				
2.				
3.				
4.				
5.				

CHECK-OUT ACTIVITY SHEET

STUDENT WORKSHEET FOR PLANNING INFANT STIMULATION EXPERIENCES

Directions: Complete a worksheet for each case situation.

1. Type of activity:
2. Supplies, materials, and equipment needed:
3. Age group for which the activity is appropriate:
4. Suggested time and location:
5. How will the infant be encouraged to participate?
6. How will the infant benefit from the activity?
7. Expected behavior of the infant for the activity:
8. What safety precautions will be taken?
9. Complete the following evaluation:

EVALUATION OF INFANT STIMULATION ACTIVITY	YES	NO
1. The activity was appropriate for the infant's age span and development.		
2. The infant was encouraged during the activity.		
3. The atmosphere was relaxed and free of pressure during the activity.		
4. The infant's feelings were respected.		
5. The activity was simple and easy for the infant to accomplish.		

Evaluator's Final Checklist

PROVIDING APPROPRIATE INFANT STIMULATION EXPERIENCES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

When planning, organizing, and guiding an infant stimulation activity for each case situation, the student:	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
a. Planned an activity that was appropriate for the infant's age span and development	( )	( )	( )
b. Assembled the toys or equipment	( )	( )	( )
c. Encouraged the infant during the stimulation activity	( )	( )	( )
d. Provided an atmosphere of care and support	( )	( )	( )
e. Observed safety precautions while working with the infant	( )	( )	( )

PROMOTING CHILDREN'S HEALTH AND WELL-BEING

CONTENTS OF MODULE

Student Information — Activity

HEALTH NEEDS OF CHILDREN 1
SIGNS OF ILLNESS AND/OR SPECIAL PROBLEMS IN CHILDREN 2
IMMUNIZING AGAINST CHILDHOOD DISEASES 3
PREPARING A CHILD FOR A MEDICAL VISIT 5
ACTION AGAINST CHILD ABUSE AND NEGLECT 8

Student Self-Check

PROMOTING CHILDREN'S HEALTH CROSSWORD PUZZLE 7
PROMOTING CHILDREN'S WELL BEING 11
ANSWERS 7,11

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PROMOTING CHILDREN'S HEALTH AND WELL-BEING . . 13

Check-Out Activity Sheet

PROMOTING CHILDREN'S HEALTH AND WELL-BEING . . 13 Instructor's Manual
ANSWERS . . . . 13 Instructor's Manual

RECOMMENDED REFERENCES

Topic: Communicable diseases 3

Brisbane, The Developing Child, 1980 edition.

Topic: Preparing a child for a hospital stay 6

American Red Cross, Family Health and Home Nursing, 1979 edition.
Brisbane, The Developing Child, 1980 edition.

PROMOTING CHILDREN'S HEALTH AND WELL-BEING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have a student construct a bulletin board about promoting children's health.		
2	As a class discuss the symptoms to look for when a child has "changed behavior." You may want to have students interview mothers to learn signs which indicate that their children are not feeling well. Have them share their findings with the class.		
3	Answers to the questions on Student Information, IMMUNIZING AGAINST CHILDHOOD DISEASES, are provided in this manual.	RECOMMENDED REFERENCE Brisbane, The Developing Child, pp. 378-382.	
4	Invite the following medical specialists to conduct an open workshop on medical check-ups that a young child needs: (1) pediatrician or a family doctor (2) dentist (3) school health nurse OR (4) nurse from the local health department		
5	Have students talk to young children about visits to the doctor. Have them share their feelings with the class.		

PROMOTING CHILDREN'S HEALTH AND WELL-BEING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	You might want the students to compile a list of local agencies which could provide help for children with illness and speical problems.		
6	For an additional resource, order the booklet about selecting books for children on subjects of illnesses and hospitals.	RECOMMENDED REFERENCE American Red Cross: Family Health and Home Nursing, pp. 266-267. AND Brisbane, The Developing Child, pp. 376-377. ADDITIONAL REFERENCE ____. Books That Help Children Deal With a Hospital Experience. Cost: $1.20. Superintendent of Documents. U.S. Government Printing Office.	
7	You may want to have students use the alternative SEEK-AND-FIND PUZZLE instead of the CROSSWORD PUZZLE for the Student Self-Check.	--Master Copy of the PROMOTING CHILDREN'S HEALTH CROSSWORD PUZZLE. OR --Master Copy of the PROMOTING CHILDREN'S HEALTH SEEK-AND-FIND PUZZLE.	
8	Have students to be on the look out for newspaper or magazine articles about child abuse and neglect to share with the class.		
9	Invite a doctor, mental health person, or a child welfare worker to speak to the class about: --the signs of child abuse --the causes of child abuse		

PROMOTING CHILDREN'S HEALTH AND WELL-BEING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9	--child abuse laws --procedures for reporting suspected child abuse or neglect --how to help the abuser You may want to show a film or the suggested filmstrip set, if a resource person is not available. Preview the AV for follow-up discussion questions. Allow the students to ask questions.	--Filmstrip projector --Projector screen --Tape or record player Parent's Magazine, Children In Crises: Helping the Innocents. Set One: "Child Abuse and Neglect, "(5 filmstrips, 1 record or 3 cassette tapes).	
10	Guide a large group discussion about the physical and emotional needs of children. Use the DISCUSSION GUIDE.	--Instrutor's Copy of the DISCUSSION GUIDE.	
11	Student Self-Check		
12	FHA/HERO Have the student(s): --Design a newsletter urging parents to obtain periodic check-ups for their child or children. Distribute to the elementary children to take home to their parents. --Divide the chapter into TGIF teams (Teens Generating Immunization Force) to visit parents of small children in an effort to advise them on having their children immunized. --Put together a community resource book listing free clinics, counseling ser-		

PROMOTING CHILDREN'S HEALTH AND WELL-BEING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
12	vices and hot lines to assist the family in crisis. Duplicate and distribute in the community. --Turn a chapter meeting into a child abuse seminar. Arrange for films, speakers, and/or a panel discussion on the subject. --Sponsor a community awarenews campaign about child abuse. --Research information and compile a pamphlet including such topics as the meaning of child abuse, the abusive parents, legal aspects, possible solutions, and the need for funding. Ask local businesses to help distribute the pamphlet. --Prepare a slide presentation emphasizing that happy children are the result of happy environments. (Avoid "shock" pictures of battered children.) --Set up a resource center in the school, county library, at the county fair, etc. --Sponsor a workshop on child abuse prevention and awareness. Invite professionals (social services, law enforcement, medical, religious) to serve as resource persons.		

PROMOTING CHILDREN'S HEALTH AND WELL-BEING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
12	Show films. Have informal "rap" sessions. --Produce parenting learning packets. --Work with community leaders to start a family crisis hotline. --Volunteer to work in a family crisis center. --Collect toys, games, and clothes for a family crisis center. --Present a puppet show to children to explain medical examinations. --Sponsor an activity for Mental Health Week which occurs during the month of May.		
13	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Answers to the Check-Out Activity Sheet questions are provided in this manual. Use the Evaluator's Final Checklist to check each student's performance.	--Selected questions from the Check-Out Activity Sheet, PROMOTING CHILDREN'S HEALTH AND WELL-BEING. --Master Copy of the Evaluator's Final Checklist.	

PROMOTING CHILDREN'S HEALTH AND WELL-BEING

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Explore one of the medical careers that is listed on the chart in this manual.

--Collect news articles about child abuse.

--Read books about child abuse and neglect. (A listing of resources is provided in this manual.)

--Write various agencies for information that is available about child abuse and neglect. (A listing of agencies is provided in this manual.)

Answer Key for Learning Activity # 3

Student Information

IMMUNIZING AGAINST CHILDHOOD DISEASES

1. Define the term "communicable."

   Communicable means easily passed on from one person to another.

2. List seven communicable diseases of childhood.

   --Chickenpox
   --Diphtheria
   --Measles
   --Mumps
   --Poliomyelitis
   --Rubella (German measles)
   --Smallpox
   --Scarlet fever and streptococcal sore throat
   --Whooping cough (pertussis)

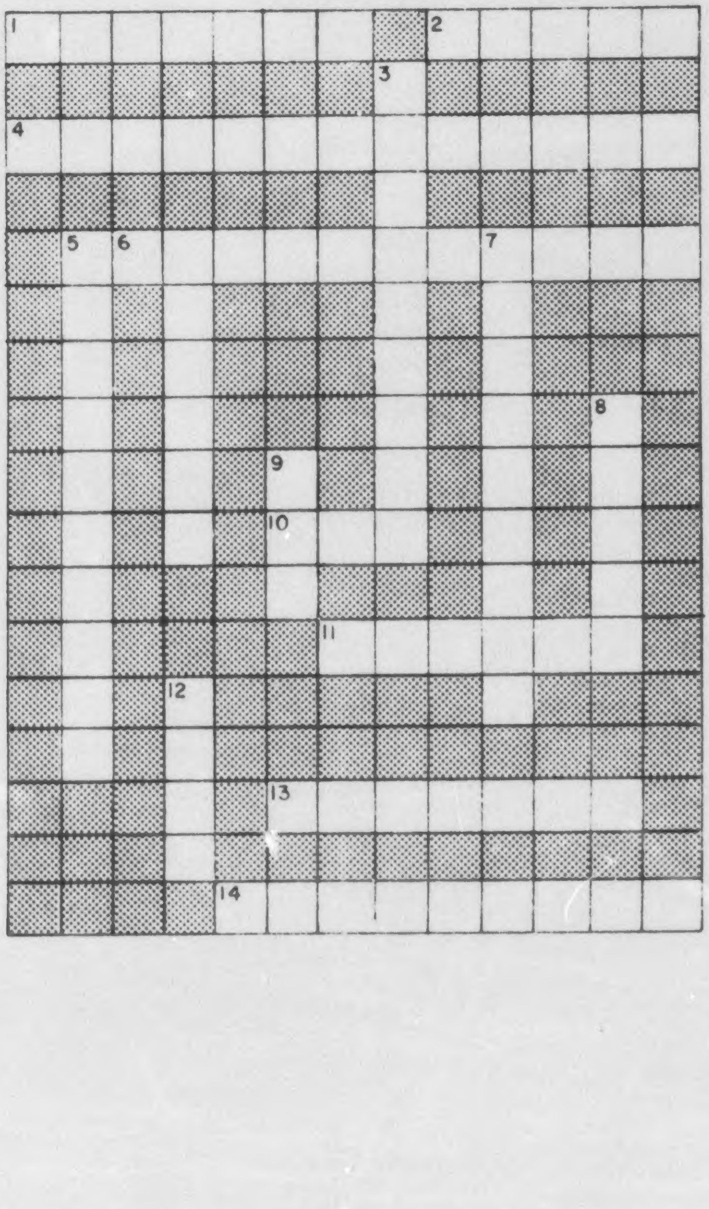
3. For which of the communicable childhood diseases are immunizations available?

   --Diphtheria
   --Measles
   --Mumps
   --Poliomyelitis
   --Rubella
   --Smallpox
   --Whooping cough

4. Define the term "vaccine."

   A vaccine is a very small amount of the disease germs placed into the person's body either by injection or taken orally. This causes the body to produce antibodies to fight off the germs of that disease.

PROMOTING CHILDREN'S HEALTH CROSSWORD PUZZLE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Master Copy for Learning Activity 7
Alternative Student Self-Check

PROMOTING CHILDREN'S HEALTH
SEEK-AND-FIND PUZZLE

Directions: Find the hidden words in the seek-and-find puzzle using the clues below to help you. The words may be horizontal, vertical, or diagonal. They may read from right to left, left to right, top to bottom, or bottom to top. Some words may overlap. Find each answer in the puzzle and circle it. Then write the correct word in the answer blank in the clue. Check your answers against those provided by the instructor.

CLUES

1. Children should have ________ medical and dental check-ups.

2. Children need to brush their teeth at least ________ daily.

3. Children need servings from each of the ________ food groups each day. (two words)

4. By age six, children should have all ________ against childhood (communicable) diseases.

5. To transfer to another is the meaning of the word ____________.

6. Tender love and care help to promote good ________ health.

7. ________ are the leading cause of deaths of preschool and school-age children.

8. Encourage children to drink ________ between meals.

9. Most children take a morning and an afternoon ______ until they are a year old.

10. Children need plenty of fresh _____ and exercise.

11. Parents should not hesitate to call the _______ if they feel that it is necessary when a child shows signs of illness.

12. The child's first visit to the doctor should be free of ________.

13. The ________ period if the time from date of exposure to the first symptoms of the disease.

14. When a child has a good ______, a mid-morning and mid-afternoon snack may be given.

15. A child's clothes and shoes should fit ______.

Master Copy for Learning Activity 7
Alternative Student Self-Check
Page 2

PROMOTING CHILDREN'S HEALTH
SEEK-AND-FIND PUZZLE

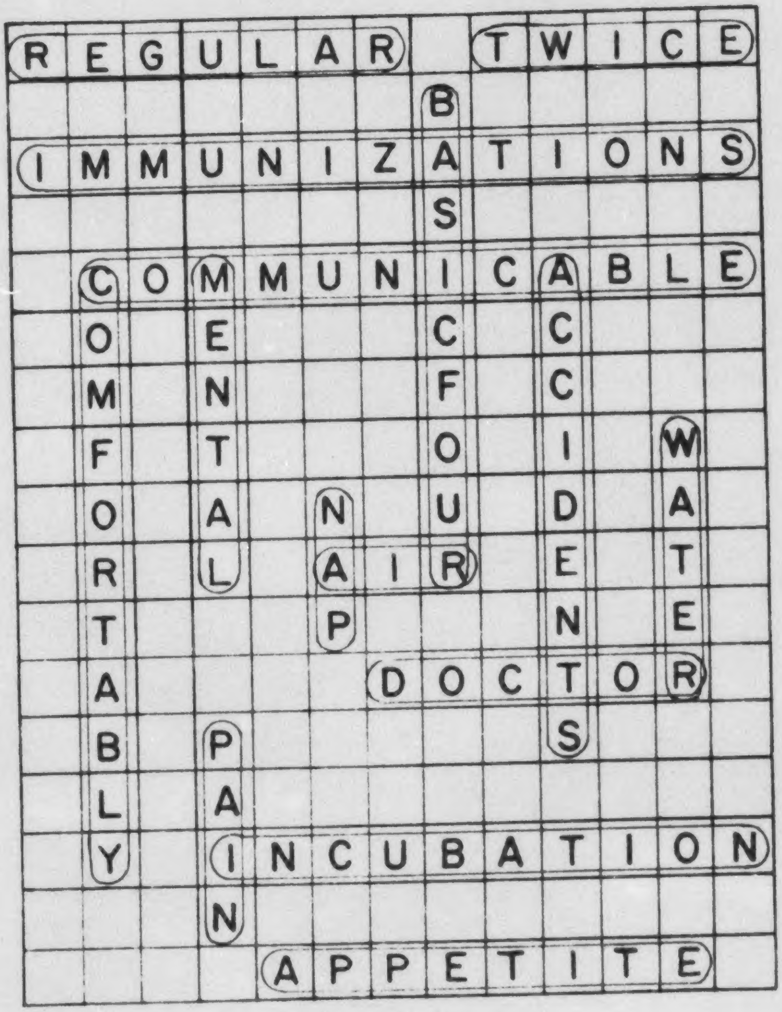
R	E	G	U	L	A	R	Z	T	W	I	C	E
A	B	D	C	C	J	I	B	E	E	N	M	E
I	M	M	U	N	I	Z	A	T	I	O	N	S
Q	F	P	D	E	H	O	S	A	L	E	O	N
R	C	O	M	M	U	N	I	C	A	B	L	E
G	O	G	E	T	T	A	C	K	C	O	O	K
A	M	E	N	A	S	T	F	O	C	P	M	S
I	F	S	T	O	G	G	O	L	I	B	W	O
G	O	F	A	W	N	X	U	Y	D	O	A	S
T	R	L	L	O	A	I	R	E	E	T	T	T
T	T	U	U	V	P	E	W	I	N	R	E	O
A	A	E	L	I	N	D	O	C	T	O	R	P
H	B	C	P	O	L	N	Z	G	S	E	O	J
R	L	D	A	G	E	W	I	N	G	T	O	O
A	Y	S	I	N	C	U	B	A	T	I	O	N
H	I	C	N	A	E	N	I	P	O	L	G	O
A	B	J	O	A	P	P	E	T	I	T	E	N

Answers for Learning Activity 7
Alternative Student Self-Check

PROMOTING CHILDREN'S HEALTH
SEEK-AND-FIND PUZZLE

CLUES

1. Regular
2. Twice
3. Basic Four
4. Immunizations
5. Communicable
6. Mental
7. Accidents
8. Water
9. Nap
10. Air
11. Doctor
12. Pain
13. Incubation
14. Appetite
15. Comfortably



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							B					
I	M	M	U	N	I	Z	A	T	I	O	N	S
							S					
	C	O	M	M	U	N	I	C	A	B	L	E
	O	E					C		C			
	M	N					F		C			
	F	T					O		I		W	
	O	A			N		U		D		A	
	R	L			A	I	R		E		T	
	T				P				N		E	
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	B		P						S			
	L		A									
	Y		I	N	C	U	B	A	T	I	O	N
			N									
				A	P	P	E	T	I	T	E	

DISCUSSION GUIDE

Part I:

Directions: The following statements specify certain needs that children have. Discuss each statement with classmates. If you agree with the statement, tell why you agree. If you disagree with the statement, tell why you disagree. If there are other needs that you feel every child has, share your thoughts and feelings with the group.

1. Every child has the need to be wanted and loved by his/her parents.
2. Every child has the need to have parents who are interested and willing to devote time and attention to the development of their child.
3. Every child has the need to expect his/her parents to have some skills in parenting.
4. Every child has the need for a good environment.
5. Every child has the need for good nutrition.
6. Every child has the need to live in a safe place and be protected against injury.
7. Every child has the need for a place of privacy.
8. Every child has the need for clean and adequate clothing.
9. Every child has the need to have a variety of learning experiences which enrich his/her life.
10. Every child has the need to be protected from neglect and abuse.
11. Every child has the need for an adequate education and facilities available to pursue his/her education.
12. Every child has the need for proper health care.
13. Every child has the need for discipline and direction in developing self-control.
14. Every child has the need to feel good about himself/herself.

Part II:

Directions: The United Nations made a declaration of the rights of the child. Read the declaration and compare it to the needs that were discussed in Part I.

UN DECLARATION OF THE RIGHTS OF THE CHILD

THE RIGHT to affection, love, and understanding.
THE RIGHT to adequate nutrition and medical care.
THE RIGHT to free education.
THE RIGHT to full opportunity for play and recreation.
THE RIGHT to a name and nationality.
THE RIGHT to special care, if handicapped.
THE RIGHT to be among the first to receive relief in times of disaster.
THE RIGHT to learn to be a useful member of society and to develop individual abilities.
THE RIGHT to be brought up in a spirit of peace and universal brotherhood.
THE RIGHT to enjoy these rights, regardless of race, color, sex, religion, national, or social origin.

Part III:

Directions: Read the following message for parents. React to the message that is expressed. (The author is unknown.)

A CHILD'S PLEA TO HIS PARENTS

Give me more than food to nourish me. Give me the warmth and the security of your love.

Let me enjoy all five senses. Give me plenty of things to look at, to feel, to smell, to listen to, to taste. And even some things to break.

Teach me to take my turn. Watch me play so you can see how I am trying to work out my problems and what I am up against.

When you tell me to do something, please tell me why I should do it. Let me feel that I am a contributing member of the family. And be sure to include me in making the family plans when you can.

Please don't keep me your baby when I want to feel grown up. Don't transfer your fears to me. I have enough of my own to cope with and I don't need any more.

Help me not to act when I am angry. But don't make me so afraid of showing anger that I lose my capacity to feel strongly about things.

Let me learn bit by bit to bear pain, to want things but to be strong enough to postpone gratification of certain feelings I am not yet ready to experience.

Let me try out my new powers as my body develops -- to creep, stand, walk, climb, jump, and run when I am ready. Don't limit the natural needs of my body because you have some unresolved hang-ups.

Give me a little corner in the house that is all mine and nobody else's. I need moments of peace and quiet that cannot be invaded by anyone.

Give me my share of consideration and attention. I must know every day, even if for just a few moments, that I am the only one you are thinking about and loving.

Let me ask any question that pops into my head. Don't make me ashamed for having asked it, even if it seems stupid. And give me as honest an answer as you can. If you don't know the answer, please say so. It's good training to hear someone say, "I don't know, but I will try to find out for you."

Be patient with me when I don't do things very well at first. Remember I have so many things to learn and almost everything takes some practice.

Let me bear the consequences for whatever I do. I need to be punished as well as rewarded. And when you punish me, make sure the punishment fits the "crime."

Above all, grant me, without reservation, your debt to me -- unconditional love. For if I know it is there, I will be able to give the same to my children -- and they will be able to give it to their children.

CHART OF MEDICAL CAREERS

The family doctor (usually a general practitioner) may refer you to specialists.

may refer you to

SPECIALISTS	SUBSPECIALISTS
Internist (internal medicine)	Cardiologist (heart) Hematologist (blood) Gastroenterologist (GI tract) Rheumatologist (joints) Dermatologist (skin) Neurologist (nervous system) Infectious disease specialist Renal disease specialist (kidney) Allergist Pulmonary disease specialist (lungs and chest) Endocrinologist (glands)
Surgeon	Ophthamologist (eye) Plastic surgeon Orthopedic surgeon (bones and joints) Ears, nose, and throat specialist General surgeon Thoracic surgeon (chest) Neurosurgeon (nervous system) Urologist (urinary tract) Cardiac surgeon (heart)
Pediatrician (cares for children)	Geneticist Pediatric cardiologist Pediatric dermatologist Pediatric allergist
Obstetrician (cares for the pregnant woman and fetus and delivers babies)	
Gynecologists (cares for the female reproductive system)	
Psychiatrist	
Dentist	Orthodontist (braces) Oral and maxillo surgeon Indodontist (root canals) Periodontist (gums) Pedodontist (child specialist)

RESOURCE MATERIALS ON CHILD ABUSE & NEGLECT

Books

Chase, Naomi. A Child Is Being Beaten. 1975. $8.95.
(Address: Holt, Rinehart and Winston, Incorporated
383 Madison Avenue
New York, NY 10017)

Fontana, Vincent J. Somewhere A Child Is Crying. 1973. $6.95.
(Address: MacMillan Company
866 Third Avenue
New York, NY 10022)

Geiser, Robert L. Hidden Victims. $5.95.
(Address: Beacon Press
25 Beacon Street
Boston, MA 02108)

Gordon, Dr. Thomas. P.E.T. In Action. 1976. $10.95.
(Address: Wyden Books
David McKay Company Incorporated
750 Third Avenue
New York, NY 10017)

Helfer and Kemper. The Battered Child.
(Address: University of Chicago Press
11030 South Langley Avenue
Chicago, IL 60628)

Justice, Blair and Rita. The Abusing Family. 1976. $14.95.
(Address: Human Science Press
Division of Behavior Publications Incorporated
72 Fifth Avenue
New York, NY 10011)

Pamphlet

________. About Child Abuse. $ .50.
(Address: Channing L Bete Company Incorporated
45 Federal Street
Greenfield, MA 01301)

LISTING OF AGENCIES DEALING WITH CHILD ABUSE AND MENTAL HEALTH

Contact Incorporated USA
900 Arlington Street
Harrisburg, PA 17109

Family Service Association of America
44 East 23rd Street
New York, NY 10010

Mental Health Association National Headquarters
1800 North Kent Street
Arlington, VA 22209

National Center on Child Abuse and Neglect
US Children's Bureau
P.O. Box 1182
Washington, DC 20013

National Committee for Prevention of Child Abuse
Suite 510
111 East Wacker Drive
Chicago, IL 60601

Parents Anonymous
2810 Artesia Blvd.
Redondo Beach, CA 90278

Salvation Army
(listed in the local telephone directory)

The American Humane Association
Children's Division
P.O. Box 1266
Denver, CO 80201

Department of Public Welfare
(contact local office - listed in the telephone directory)

Department of Social Services
(contact local office - listed in the telephone directory)

Check-Out Activity Sheet

PROMOTING CHILDREN'S HEALTH AND WELL-BEING

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module

* *

Directions: Answer the following questions.

1. List four health needs that all children have.
2. Children need foods from the Basic Four Food Groups. List the number of servings that children need from each group daily.
3. Why do children need plenty of fluids?
4. Why do children need plenty of rest and sleep?
5. Why do children need play activities?
6. Comfortable clothing and shoes promote ____________________.
7. List three activities that personal hygiene routines include.
8. How often should children brush their teeth?
9. After the first year of life, children need to have a regular physical examination ____________________.
10. Name the three major causes of accidental death.
11. Tender, loving care helps to promote ____________________.
12. List five signs of illness and/or special problems in children.
13. Define the term "communicable."
14. List five communicable diseases of childhood.
15. List three points to consider when getting a child ready for a medical visit or a trip to the hospital.
16. Name four types of child abuse.
17. List five characteristics of a child abuser.
18. Who is responsible for reporting child abuse?

Check-Out Activity Sheet
ANSWERS
PROMOTING CHILDREN'S HEALTH AND WELL-BEING

1. List four health needs that all children have.
   --An adequate diet
   --Plenty of water
   --Plenty of rest
   --Activities that stimulate learning
   --Comfortable clothing
   --Good personal hygiene habits
   --Dental care
   --Protection from illness
   --Protection from accidents
   --TLC (tender love and care)

2. Children need foods from the Basic Four Food Groups. List the number of servings that children need from each group daily.
   --Meat Group: 2 or more servings daily
   --Milk Group: 3 or more servings daily
   --Fruit-Vegetable Group: 4 or more servings daily
   --Bread-Cereal Group: 4 or more servings daily

3. Why do children need plenty of fluids?
   If children do not get enough fluids, they will be tired and grouchy.

4. Why do children need plenty of rest and sleep?
   If children do not get enough rest and sleep, they will not have the energy to carry on normal activities. They will also be irritable and hard to manage.

5. Why do children need play activities?
   Children need activities to develop their muscles, learn new skills, and release energy.

6. Combortable clothing and shoes promote freedom of movement.

7. List three activities that personal hygiene routines include.
   --Brushing the teeth twice daily
   --Brushing and combing the hair as needed
   --Proper toilet habits
   --Washing hands and face before and after meals and as necessary
   --Taking a bath daily
   --Blowing the nose into tissues or handkerchief
   --Covering the mouth when coughing
   --Avoiding unhealthy habits such as picking the nose

8. How often should children brush their teeth?
   At least twice daily

9. After the first year of life, children need to have a regular physical examination once a year.

10. Name the three major causes of accidental death.

--Motor vehicle accidents
--Drowning
--Fires

11. Tender, loving care helps to promote good mental health.

12. List five signs of illness and/or special problems in children.

BODY PART OR ACTION	SIGNS OF ILLNESS AND/OR SPECIAL PROBLEM
Facial Expression	--Drawn and tired --Dull and listless --Swollen and puffy around the eyes --Flushed or pale --Over-alert and anxious
Eyes and Seeing	--Heavy or unusually bright --Bloodshot --Sensitive to light --Whites have yellowish tinge --Inflamed (red, hot, swollen, painful) --Spots before eyes, halos appear around lights --Double or unclear vision --Head is held in a strained or awkward position when trying to look at someone or at an object --Crossing of one eye or both --Reddened, watering, or encrusted eyelids --Tilts head to either side or thrusts head forward or backward --Frequently rubs eyes or complains
Ears and Hearing	--Discharge --Pain, tenderness, swelling --Pain or cracking in ears when swallowing --Head noises or hearing difficulties --Child pulls on ears --Child doesn't turn to face the source of strange sounds or voices by age 6 months --Usually turns the same ear toward sounds he/she wants to hear --Doesn't respond when called from another room --Talks in a very loud or very soft voice
Nose and Throat	--Running nose, sneezing, coughing --Hoarseness, difficult breathing and swallowing --Symptoms of common cold Note: This may indicate the onset of a communicable (or childhood) disease or it may occur prior to influenza, bronchitis, or laryngitis.

BODY PART OR ACTION	SIGNS OF ILLNESS AND/OR SPECIAL PROBLEM
	--Severe sore, red, bleeding, and swollen throat plus fever --A throat showing yellow or grayish patches --Chronic cough, chronic hoarseness, difficult breathing
Mouth	--Gums are swollen, bleeding, sensitive --Tongue is dry and cracked, white or yellowish coating, vivid red, raw appearance, trembles when extended --Taste is deadened, metallic, bitter, or sweet --Breath is foul or sweet
Voice	--Weak, hoarse, whispering --Speech difficult --Unusual moaning, groaning, crying
Talking and Thinking	--Isn't understood by people outside the family by age five --Doesn't understand simple stories, direction, or meaning of simple words by age five
Skin	--Swelling, unusual lumps --Itching, rash, eruptions --Discolored
Body Movement	--Can't sit up without help by age one --Can't walk without help by age two --Can't walk up and down stairs by age three --Can't balance on one foot by age four --Can't catch and throw a ball by age five

13. Define the term "communicable."
Communicable means to transfer to another.

14. List five communicable diseases of childhood.
--Measles
--Mumps
--Chicken pox
--Rubella
--Whooping cough
--Diphtheria
--Polio
--Smallpox
--Strep infections
--Scarlet fever

15. List three points to consider when getting a child ready for a medical visit or a trip to the hospital.
--The parent or caregiver should sit down and talk to the child about what to expect.
--The parent or caregiver should be honest and should not make promises that cannot be kept.
--The parent or caregiver should not make deals with or bribe the child.

16. Name four types of child abuse.
--Nonaccidental physical injury (severe beating, burning and scalding, human bites)
--Sexual molestation
--Neglect (failure to provide the necessities of life)
--Psychological or emotional abuse (constant teasing, ridicule, shaming, belittling, or other verbal attacks, locking the child in a closet, terrorizing, and rejecting the child)

17. List five characteristics of a child abuser.
--Feels inadequate, desperate, frustrated, or lonely.
--Lacks the ability to cope with children.
--Was abused as a child.
--Is easily provoked.
--Doesn't feel that a crying infant should be picked up and comforted.
--Wants to show the child who is boss.
--Imposes unrealistic expectations of the child.
--Does not know and understand the development of children.
--Looks at children as being little adults.
--Feels that the failue to obey is a need for punishment.

18. Who is responsible for reporting child abuse?
Any citizen, especially doctors, social workers, and child care workers

Master Copy

Evaluator's Final Checklist

PROMOTING CHILDREN'S HEALTH AND WELL-BEING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy.	( )	( )	( )

HELPING CHILDREN COPE WITH FEARS

CONTENTS OF MODULE

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Student Self-Check

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HELPING CHILDREN COPE WITH FEARS 6

Check-Out Activity Sheet

CASE SITUATIONS -- COPING WITH FEARS . . . . 6 Instructor's Manual
ANSWERS . . . . 6 Instructor's Manual

HELPING CHILDREN COPE WITH FEARS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Divide the class into groups of three. Have the groups brainstorm childhood fears.		
2	As a class or in small groups, discuss the Student Information, COPING WITH CHILDHOOD FEARS, after the students have read it. Encourage the students to relate their own childhood fears and what helped them cope with their fears.		
3	Divide the class into partners. Give each pair a roleplay situation such as the following: --A child is afraid of the dark. --A child is afraid of the "boogie" man. --A child is afraid of the swimming pool and refuses to get in. --A child is afraid of school failure. --A child is afraid of storms. After each roleplay, analyze how the child was helped to cope with his/her fear. Have the students read more about the fears of children in a reference.	REFERENCE Brisbane, The Developing Child, pp. 245-247, 327-329.	
4	Student Self-Check		

HELPING CHILDREN COPE WITH FEARS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	FHA/HERO Have the student(s): --Plan, organize, and present a puppet show for a PTO meeting about children's fears and how parents can teach them to cope with the fears.		
6	Provide each student with three actual situations or three case situations in which a child needs to be helped to cope with a fear. Choose case situations from the Check-Out Activity Sheet.	--Selected case situations from the Check-Out Activity Sheet, CASE SITUATIONS--COPING FEAR.	
	Possible answers for the case situations on the Check-Out Activity Sheet are provided in this manual.		
	Use the Evaluator's Final Checklist to check each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Work with young children (siblings, nieces, nephews, children they babysit for) to help them overcome fears. Have them write down the experiences and share with classmates.

--Visit a special education program for emotionally disturbed children. Have them observe the children for fears.

--Research the career of a special education teacher, counselor, or researcher.

Check-Out Activity Sheet

CASE SITUATIONS --COPING WITH FEARS

****

Directions of the Instructor: Choose case situations from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent case situations that are not in this listing. Be sure that the case situations relate to the Learning Activities provided in the module.

****

Directions: In each situation, tell one way to help the child cope with the fear.

1. Seven-month-old Bobby is afraid of Mrs. Moss who comes for a visit.
2. Eleven-month-old Wilma shows signs of readiness for walking, but also shows signs of a fear of falling.
3. Two-year-old Sam doesn't want to get in the bathtub. He screams when the stopper is unplugged. He's afraid he will go down the drain.
4. Eighteen-month-old Dana is afraid of the toilet when it is flushed.
5. Three-and-one-half-year-old Paul is afraid of ghosts.
6. Five-year-old Gregory is afraid of the water in the swimming pool.
7. Four-year-old Diane is afraid of the dark.
8. Five-year-old Larry is afraid that his Dad won't love him if he doesn't color within the lines.
9. Ten-year-old Calvin is afraid he will break his arm if he plays football.

Check-Out Activity Sheet

POSSIBLE ANSWERS
CASE SITUATIONS--COPING WITH FEARS

1. Introduce Bobby to Mrs. Moss gradually. Reassure him that he is alright.

2. Encourage Wilma to walk. Offer your hand for support until she feels that she can walk on her own.

3. Try to recognize the cause of Sam's fear, which is that he doesn't comprehend size and space. Sam doesn't realize that he is too big to slip down the bathtub drain. Show him that rubber duck or other toy doesn't go down the drain because it is too big. Tell him that he is also too big to go down the drain.

4. Realize that Dana may be afraid of the rushing water, noise, and the disappearance of waste because she feels that she too could be sucked away. Do not flush the toilet while she is still on it.

5. Avoid telling or reading ghost stories to Paul. Avoid letting him watch scary movies and TV shows. Reassure him that these things are only make-believe.

6. Do not force Gregory to go into the water against his wishes. Gradually acquaint him with the water through water play. Try to help him to enjoy the water by letting him decide what he wants to do and when.

7. Tell Diane to get up and turn on the light in her room when she becomes afraid. Install a night light or leave the hall light on and the door to her room open during the night.

8. Dad should reassure Larry that he will not get mad about the coloring. Dad should not be too strict about things that Larry may not be capable of doing. Larry should be encouraged about his accomplishments, not criticized for what he can't do.

9. Listen to Calvin's fears. Sympathize with him. Remind him of the fun he is missing out on. Encourage him to do other physical activities that may help him to gain confidence.

Evaluator's Final Checklist

HELPING CHILDREN COPE WITH FEARS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In helping or explaining how to help a child cope with fear, the student:

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
a. Identified the child's fear	( )	( )	( )
b. Tried to determine the cause of the child's fear	( )	( )	( )
c. Responded to the fear reaction in a positive way	( )	( )	( )
d. Demonstrated an understanding of the child's fear	( )	( )	( )
e. Suggested a way or ways for the child to cope with the fear	( )	( )	( )

TOILET TRAINING

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TOILET TRAINING	6	Instructor's Manual
ANSWERS	6	Instructor's Manual

RECOMMENDED REFERENCES

Topic: Toilet Training 1

Brisbane, The Developing Child, 1980 edition.
Hurlock, Child Growth and Development, 1978 edition.

TOILET TRAINING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	After the students have read the recommended references and/or other readings, discuss and compare ideas about toilet training.	RECOMMENDED REFERENCES Hurlock, Child Growth and Development, p. 175. AND/OR Brisbane, The Developing Child, pp. 113, 229-231. ADDITIONAL REFERENCES Ames, Child Care and Development, pp. 239-253. New York, J.B. Lippincott, 1979. Draper and Draper, Caring for Children, pp. 124-125. Peoria, IL: Charles A. Bennett, 1979.	
2	Discuss the information as large group or in small groups. Share experiences about toilet training younger siblings, nieces, nephews, or children for whom the students have babysat.		
3	Display toilet training equipment and clothing. You may want to borrow these items from an infant clothing shop or a local department store. Discuss the purpose of each and the advantages or disadvantages of each.	--Toilet training chair --Toilet seat that fastens to the commode --Training pants	
4	Student Self-Check		

TOILET TRAINING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	FHA/HERO Have the students(s): --Make a brochure on the basics of toilet training. Distribute the brochure to parents of preschoolers, i.e., at the local day care center, etc.		
6	Select questions from the Check-Out Activity Sheet for each student or for the entire class. OR, make up your own. The test may be given oraly, especially for slow readers. Check-Out Activity Sheet answers are provided in this manual. Use the Evaluator's Final Checklist for checking each student out.	--Selected questions from the Check-Out Activity Sheet, TOILET TRAINING. --Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Help toilet train a little brother, sister, niece, nephew, neighbor's or friend's child. Have them report their observations to you.

--Explain toilet training basics to a first-time parent.

--Discuss toilet training techniques used by parents in their neighborhood. Report their findings to the classs.

--Discuss with parents some situations that the parents remember which caused a relapse in toilet training. Report their findings to the class or to you.

--Research one of the following careers: pediatric nurse, nursery school teacher, early childhood education teacher, pediatrician, children's clothes designer.

Check-Out Activity Sheet
TOILET TRAINING

* *

Directions to the Instructor:

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the questions.

1. Why is toilet training a complex process?
2. What are three considerations that must be made when preparing to toilet train a child?
3. Why is a child ready to start bowel training before bladder training?
4. List four signs that a child is ready for toilet training.
5. List five basic routines for toilet training a child.
6. List seven reasons for a child accidentally wetting or soiling his/her pants.
7. What should a parent do about bedwetting?
8. List five suggestions for helping a child gain control of bed wetting.
9. List the procedure for emptying and sanitizing the training chair.

--excitement
--illness
--being afraid
--engrossed in play
--tired
--unusual happenings, such as a move to a new home, a new baby in the family, separation from a parent, being in an unfamiliar place
--a silent protest that the child makes to indicate that he/she is under too much pressure
--cold weather, causing more frequent urinations
--tight fitting clothes
--a change in routines, such as mealtimes or sleeping habits
--to get attention

7. What should a parent do about bedwetting?

The parent should consult the family doctor or pediatrician about the bedwetting problem. It might be necessary for the child to have a physical examination to determine if there is a physical problem.

8. List five suggestions for helping a child gain control of bed wetting.

--Have the child to drink more fluids during the day and hold the urine as long as possible.
--Avoid exciting the child before bedtime.
--Avoid teasing or fussing, especially at bedtime.
--Show love and affection toward the child.
--Avoid discussing or fussing about the wet bed and the extra work the child causes.
--Take the child to the bathroom before bedtime.
--Limit the amount of fluids the child drinks during the hours before bedtime.
--Get the child up during the night to urinate.

9. List the procedure for emptying and sanitizing the training chair.

--Assemble the cleaning supplies and equipment.
--Prepare a bucket or basin of hot, sudsy water.
Note: Baking soda or disinfectant may be added as a deodorizer.
--Remove the bowl from the training chair and empty the contents into the commode.
--Wash the bowl in the prepared bucket or basin of hot, sudsy water.
Note: Allow the bowl to soak in the solution if there is a hardened residue.
--Scrub the bowl with a brush to remove residue.
--Rinse the bowl inside and outside with hot water.
--Drain the bowl and towel dry.
--Wipe the chair with cleaning solution and dry.
--Replace the bowl in the training chair.

Check-Out Activity Sheet
ANSWERS
TOILET TRAINING

1. Why is toilet training a complex process?

   Toilet training (sometimes called "potty training") a child is not always an easy job. Parents and caregivers must remember that the child has to learn to control muscles that he/she has never before had to control. This process often takes time and practice. The child also has to learn to communicate the need to use the toilet or "potty" in time to get there and get clothing down.

2. What are three considerations that must be made when preparing to toilet train a child?

   --The child's body must be ready physically.
   --The child must be ready mentally.
   --The child must be ready emotionally.
   --The parents and caregivers must provide a casual, friendly atmosphere that is free of pressure.

3. Why is a child ready to start bowel training before bladder training?

   A bowel movement causes a more definite pressure when ready to leave the body. It usually occurs at a definite time each day.

4. List four signs that a child is ready for toilet training.

   --The periods between urination is longer.
   --The child comes to your to have a wet and/or soiled diaper changed.
   --The child shows an interest in the toilet habits of family members.
   --The child holds the genitals, tugs at the diaper, or crosses the legs when needing to urinate.
   --The child talks about, or understands what you say about, toilet training.

5. List five basic routines for toilet training a child.

   --Prepare for toilet training by obtaining equipment and clothing that will promote the process.
   --Determine the child's readiness for toilet training.
   --Observe and record the child's usual elimination times.
   --Place the child on the training chair, or toilet seat that is fastened to the commode, at the times indicated by the chart.
   --Teach the child correct words to use for elimination.
   --Praise the child for success.
   --Refrain from scolding due to a lack of success while sitting on the training chair or due to an accident.

6. List seven reasons for a child accidentally wetting or soiling his/her pants.

Evaluator's Final Checklist

TOILET TRAINING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

SELECTING CHILD CARE SERVICES

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CHILD CARE SERVICES 1
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Check-Out Activity Sheet

SELECTING CHILD CARE SERVICES . . . . 6 Instructor's
ANSWERS . . . . 6 Manual

RECOMMENDED REFERENCES

Topic: Child care services 1

Brisbane, The Developing Child, 1980 edition.
Hurlock, Child Growth and Development, 1978 edition.

SELECTING CHILD CARE SERVICES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	After the students have researched the questions on Student Information, CHILD CARE SERVICES, have them discuss their answers in small groups. Answers to the questions on the Student Information are provided in this manual.	RECOMMENDED REFERENCES Brisbane, The Developing Child, pp. 231-236. AND Hurlock, Child Growth and Development, pp. 344-350. --Answer Key	
2	Divide the students into small groups to survey the community for child care services. You may want to develop a survey sheet for consistency of information collected.	--Telephone directory --City directory --Listing from the local Chamber of Commerce	
3	Have the students prepare a listing of other things they would consider when choosing a child care center for their child. Allow them to share their listing.		
4	Student Self-Check		
5	FHA/HERO Have the student(s): --Plan, organize, and guide a workshop on baby-sitting.		
6	Provide a test, written or oral, for each student's check-out activity. You may choose questions from the Check Out Activity Sheet or you may make up questions.	--Selected questions from the Check-Out Activity Sheet, SELECTING CHILD CARE SERVICES.	

SELECTING CHILD CARE SERVICES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Answers to the questions on the Check-Out Activity Sheet are provided in this manual. Use the Evaluator's Final Checklist to check each student's performance.	—Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Investigate careers in child care services.

Student Information

CHILD CARE SERVICES

Directions: Research the following questions using the references suggested by your instructor. Write your answers on a separate sheet of paper. Check your answers against those provided by your instructor.

1. Why is there a trend toward placing children in child care centers? List three reasons.
   --Single parenting
   --Working parents
   --Career mother
   --Occasional outside care to benefit the child socially

2. List six types of child care.

   --Day care centers
   --Licensed home care
   --Nursery schools
   --Montessori schools
   --Parent cooperatives
   --Play groups
   --Head Start
   --Babysitters

3. What is meant by the term, "latch-key children?"

   "Latch-key children" are those children who leave for school alone after the parents go to work and they return home before their parents get off work. They provide their own care. They are termed "latch-key" because they're so young they wear their house key on a string around their neck.

4. List factors that influence the choice of child care.

   --the types of child care available
   --the costs of child care
   --the convenience of child care
   --the needs of the child

5. What is the purpose of licensing child care facilities?

   --To insure minimum standards of care, health, and safety.

6. List six things to consider when choosing a child care service.

   --Licensing, if applicable
   --Number of children cared for by a person
   --Amount of space per child
   --Training of the child care giver(s)
   --Safety and sanitation of play, rest, and eating areas
   --Discipline methods
   --Friendly atmosphere
   --Cost of services
   --Convenience in relation to the parent's work
   --Kinds and variety of play toys and equipment
   --Kinds of food served

Check-Out Activity Sheet

SELECTING CHILD CARE SERVICES

****

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in ths module.

****

Directions: Answer the following questions.

1. List four types of child care.
2. List four factors that influence the choice of child care.
3. What is the purpose of licensing child care facilities?
4. When selecting child care services, the primary concern is always ____________.
5. List three sources of information about child care in a community.

Check-Out Activity Sheet
ANSWERS
SELECTING CHILD CARE SERVICES

1. List four types of child care.

   --Day care centers
   --Licensed home care
   --Nursery schools
   --Montessori schools
   --Parent cooperatives
   --Play groups
   --Head Start
   --Babysitters

2. List four factors that influence the choice of child care.
   --The types of child care available
   --The costs of child care
   --The convenience of child care
   --The needs of the child

3. What is the purpose of licensing child care facilities?

   To insure minimum standards of care, health, and safety.

4. When selecting child care services, the primary concern is always the needs of your child or children.

5. List three sources of information about child care in a community.

   --Friends
   --Neighbors
   --Telephoning the available child care facilities
   --Visiting the available child care facilities

Evaluator's Final Checklist

SELECTING CHILD CARE SERVICES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy.	( )	( )	( )

Instructor's Guide Sheet Module HD-41

PROVIDING EDUCATIONAL OPPORTUNITIES FOR CHILDREN

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ANSWERS	7	Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: The school experience 2
Parent's Magazine Films. Understanding Children 6-12: The Forgotten Years. Set 5: "The School Experience," (Five filmstrips, one record or three cassette tapes).

RECOMMENDED REFERENCES

Topic: Early childhood education 1
Hurlock, Child Growth and Development, 1978.

Topic: Getting a child ready for school 3
Hurlock, Child Growth and Development, 1978.

PROVIDING EDUCATIONAL OPPORTUNITIES FOR CHILDREN

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	When the students have completed the questions on the Student Information, EARLY CHILDHOOD EDUCATION, have them discuss their answers in a circular response. Answers to the questions are provided in this manual. Construct a bulletin board or have the student(s) make one.	RECOMMENDED REFERENCE Hurlock: Child Growth and Development, pp. 344-350. ADDITIONAL REFERENCE Ames: Child Care and Development, pp. 375-382. New York, J. B. Lippincott Company, 1979. --Bulletin board supplies	
2	Show filmstrips about the school experience. Use the suggested filmstrip set or other applicable AV. Preview the filmstrips to determine the content and important points. You may not want to show the complete set. Guide a class discussion of the information presented in the filmstrip. Allow the students to ask questions.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip set: Set 5: "The School Experience," (5 filmstrips with record or cassette tapes).	
3	Answers to the questions on the Student Information, THE SCHOOL EXPERIENCE, are provided in this manual. You may want to divide the class into study groups to research the questions. Afterwards discuss the answers in a small or a large group.	RECOMMENDED REFERENCE Hurlock: Child Growth and Development, pp. 351-363. ADDITIONAL REFERENCE Ames: Child Care and Development, pp. 395-408.	

PROVIDING EDUCATIONAL OPPORTUNITIES FOR CHILDREN

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Invite a guidance counselor to come to class and discuss occupational opportunities in the local community.		
5	Student Self-Check An alternate student self-check is provided.	--Master Copy of the EDUCATIONAL OPPORTUNITIES CROSSWORD PUZZLE. --Master Copy of the EDUCATIONAL OPPORTUNITIES SEEK-AND-FIND PUZZLE.	
6	FHA/HERO Have the student(s): --Invite college representatives to come to a chapter meeting to discuss career opportunities offered in their colleges or universities. --Invite a panel of four professionals -- nursery school teacher, day-care director, school counselor, child development specialist -- to discuss how early education can effect children.		
7	Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided in this manual. Use the Evaluator's Final Checklist to check each student out.	--Selected questions form the Check-Out Activity Sheet, EDUCATIONAL OPPORTUNITIES FOR CHILDREN. --Master Copy of the Evaluator's Final Checklist.	

PROVIDING EDUCATIONAL OPPORTUNITIES FOR CHILDREN

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--List resources available in their school and community for personal and vocational guidance and counseling.

--Investigate financial aid programs available to high school students to help them further their education. Have them find out how one can qualify and apply for such assistance.

--Find out about the background needed to become teachers or aides in day-care centers, nursery schools, kindergartens.

--Visit two day-care centers in their neighborhood and compare them, i.e., cost of services, number of children served, licensing, equipment, safety, size of the facilities, number of adults employed there, etc.

--Interview parents of first graders about the adjustments their children had to make when they started school. Have the student(s) report their findings to you.

--Research the career of a psychological examiner, guidance counselor, a vocational teacher (distributive education, agriculture, health occupations, home economics, business and office, trades and industry, industrial arts), or a practical arts teacher.

Student Information

EARLY CHILDHOOD EDUCATION

1. List four places that provide early childhood education experiences.
   - --day-care centers
   - --preschool or playschool laboratories
   - --nursery schools
   - --kindergartens
   - --programs such as Head Start and Project Follow Through and parent-child centers
2. What is the difference between day-care centers and preschools?
   --In day-care centers taking care of the physical needs of the children is the main concern because there is nobody to take care of them at home. Preschools are attended by children to meet social and emotional growth needs.
3. List eight ways that early childhood centers (day-care centers, preschool programs, nursery schools, kindergarten) help the development of young children:
   - --Promote good health through a balance of active and passive play and by requiring immunization and medical check-ups.
   - --Provide opportunities for learning new skills and practicing old ones.
   - --Encourage language skills.
   - --Teach children to behave in a socially acceptable way.
   - --Promote social development.
   - --Encourage creativity.
   - --Foster self-discipline.
   - --Build up the self-concept.
   - --Help a child adjust to school.
4. List five points to keep in mind when choosing an early childhood center.
   - --Ask persons (doctor, other parents, teachers, clergy, social services) to recommend a day-care center or nursery school.
   - --Visit the recommended centers or schools.
   - --Check to see that the centers or schools are licensed.
   - --Inquire about the costs and services.
   - --Check to see if there is safe and adequate equipment and play areas.
   - --Inquire about the number of children enrolled, especially in your child's age range.
   - --Check to see if there is adequate staff and if they are qualified.
   - --Check to see if the environment seems relaxed and happy.
   - --Check to see if the facilities are sanitary and well-kept.

Student Information

THE SCHOOL EXPERIENCE

1. [✓ True] False Going to school is a major adjustment for children.

2. List four things that affect early school experiences.
   --Preschool experiences
   --Preparation for school
   --Being able to talk to people
   --Being able to make friends
   --Being successful in learning

3. List four ways a parent can help a child more easily adjust to school.
   --Have the child attend preschool or a day-care center.
   --Allow the child to play with children in the neighborhood.
   --Take the child to visit a school.
   --Teach the child to take care of himself/herself and personal belongings.
   --Assign tasks around home for which the child is to be responsible.
   --Encourage the child to draw.
   --Read to the child and provide books for him/her to look at.
   --Provide consistent and firm, but fair, discipline.

4. [✓ True] False Early school experiences often affect a child's outlook of school for many years.

5. Children should be able to do self-help skills before starting to school. Name four of these self-help skills
   --Put on and take off outdoor clothes.
   --Go to the bathroom.
   --Be able to wash their face and hands.
   --Be able to comb their hair.
   --Be able to feed themselves.
   --Be able to keep their belongings neatly in the space given to them.

6. Reading is one of the most important skills learned during the first year of school. List three things that determine a child's reading readiness.
   --Physical maturity of the eyes and their proper functioning
   --Concentration span
   --Child's interest in being ready to color, draw, look at pictures, recognize road signs, etc.

7. What are the three mental abilities that play an important role in early school adjustment?
   --Being able to concentrate
   --Ability to memorize
   --Ability to reason

8. What responsibilities does a parent have for a child's homework:
   --See that there is a specified time for the child to do homework.
   --Provide a comfortable and practical place to study.
   --Be willing to give the child some supervision and help.
   --Provide needed references.

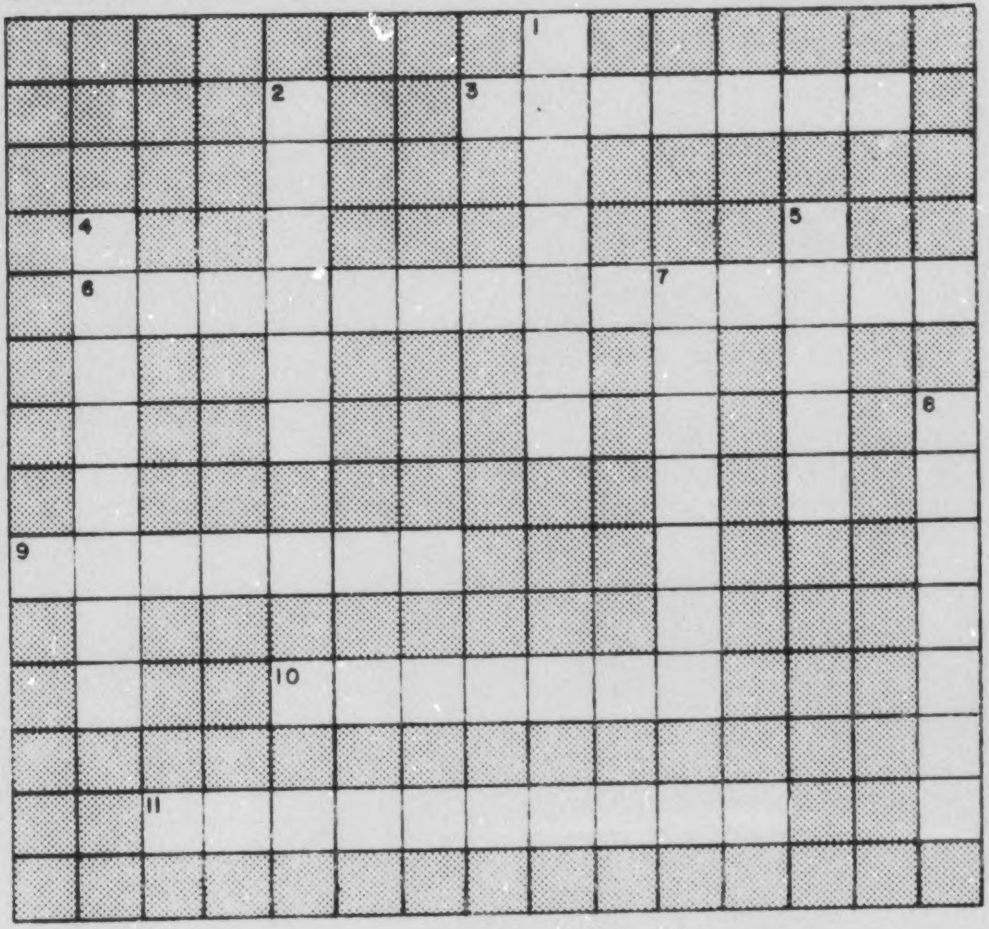
9. List four reasons why children have problems in school.
   - --Limited abilities
   - --Poor eyesight
   - --Poor hearing
   - --Learning disabilities
   - --Allergies
   - --Teacher-student relations
   - --Program too advanced for child

10. What are some kinds of "giftedness" in children?
    - --Mental
    - --Musical
    - --Artistic
    - --Athletic
    - --Creative thinking

11. Define "mainstreaming."
    Mainstreaming is placing handicapped children or those with special problems in regular classrooms.

12. What two conditions must be present in order for a handicapped child to be mainstreamed with normal children?
    - --The child must be able to benefit from the regular classroom situation.
    - --The education of the other children in the classroom must not be disturbed.

EDUCATIONAL OPPORTUNITIES CROSSWORD PUZZLE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Master Copy for Learning Activity 5

Alternative Student Self-Check

EDUCATIONAL OPPORTUNITIES
SEEK-AND-FIND PUZZLE

Directions: Find the hidden words in the seek-and-find puzzle using the clues below to help you. The words may be horizontal, vertical, or diagonal. They may read from right to left, left to right, top to bottom, or bottom to top. Some words may overlap. Find each answer in the puzzle and circle it. Then write the correct word in the answer blank in the clue. Check your answers against those provided by the instructor.

CLUES

1. Specialized ________________ can be given by guidance counselors to determine a student's abilities and strengths in a vocational area.

2. _______________ schooling is provided free except for supplies such as paper and pencils.

3. _______________ is one of the most important skills learned during the first year of school.

4. Being able to go to the bathroom without help, being able to wash face and hands, and being able to put on outdoor clothing are _____________ skills that children should be able to do before starting to school.

5. Working in _____________ organizations helps students to see the importance of quality workmanship, cooperative effort, and teamwork.

6. __________ ____________ centers include day-care centers, preschool programs, nursery schools, and kindergartens (two words).

7. In ____________________ centers, taking care of the physical needs of children is the main concern because there is nobody to take care of them at home.

8. The ____________________ school offers more control over social situations such as drug abuse, discipline, and equal rights.

9. Parents often encourage their children to develop their talents by enrolling them in special _________________ or training classes.

10. Many students who desire to obtain an education in higher learning are encouraged by parents and friends to attend ____________________.

11. As a student enters high school, he/she may wish to begin career or ___________________ training.

Master Copy for Learning Activity 5
Alternative Student Self-Check
Page 2

EDUCATIONAL OPPORTUNITIES
SEEK AND FIND PUZZLE

E	A	S	E	L	F	H	E	L	P	B	G	C	V
D	A	E	H	K	I	J	L	E	M	N	N	P	O
Y	O	R	F	G	Q	R	T	W	O	X	I	T	C
Z	O	Y	L	E	S	A	T	U	V	I	D	O	A
O	Y	U	U	Y	V	I	L	O	E	T	A	N	T
H	I	V	T	I	C	O	L	L	E	G	E	O	I
O	N	E	R	H	O	H	O	H	O	A	R	E	O
A	S	P	T	E	S	T	I	N	G	O	W	N	N
U	L	U	C	K	Y	O	U	L	E	A	R	N	A
L	E	S	S	O	N	S	A	N	D	L	I	V	L
A	E	D	G	C	H	F	K	I	J	H	N	Z	O
B	C	I	L	B	U	P	L	M	W	I	O	Y	M
P	T	O	U	N	V	W	K	N	X	O	W	O	Y
S	Q	R	D	A	Y	C	A	R	E	A	B	C	D

Master Copy for Learning Activity 5

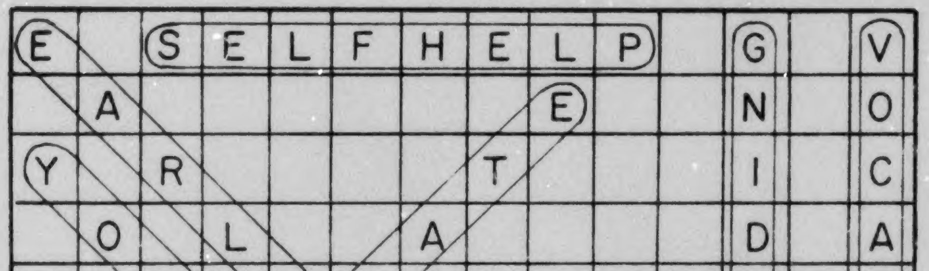
Alternative Student Self-Check
Answer Key

EDUCATIONAL OPPORTUNITIES SEEK-AND-FIND PUZZLE

Clues

1. Testing
2. Public
3. Reading
4. Self-help
5. Youth
6. Early childhood
7. Day-care
8. Private
9. Lessons
10. College
11. Vocational

ANSWERS



E		S	E	L	F	H	E	L	P		G		V
	A							E			N		O
Y		R					T				I		C
	O		L			A					D		A
		U		Y	V						A		T
			T	I	C	O	L	L	E	G	E		I
			R	H		H					R		O
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L	E	S	S	O	N	S			D				L
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	C	I	L	B	U	P					O		
												O	
			D	A	Y	C	A	R	E				D

Check-Out Activity Sheet

EDUCATIONAL OPPORTUNITIES FOR CHILDREN

****

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

Directions: Answer the following multiple choice questions by circling the letter of the correct answer or answers.

1. Early childhood education experiences are provided by
   a. nursery schools.
   b. elementary schools.
   c. kindergartens.
   d. day-care centers.
   e. all of the above.

2. Early childhood centers help young children
   a. have opportunities to learn new skills.
   b. develop language skills.
   c. learn to make friends.
   d. a. and c.
   e. all of the above.

3. The parents have certain responsibilities for seeing that their child does his/her homework. These responsibilities include:
   a. doing the homework for the child.
   b. promising the child a gift if he/she will complete homework assignments.
   c. designating a time and area for studying each evening.
   d. all of the above
   e. none of the above

4. Mainstreaming is a term used to describe an educational plan. It means
   a. to have no grade levels.
   b. placing handicapped children or those with special problems in regular classrooms.
   c. placing handicapped children or those with special problems in special education classes.
   d. none of the above
   e. a. and c.

5. Public schools provide
   a. basically free educational opportunities.
   b. more curriculum offerings.
   c. more control over social situations.
   d bus services.
   e. more opportunities for extracurricular activities.

6. Private schools may provide
   a. social status.
   b. individualized counseling and instruction.
   c. control over social situations such as drug abuse and equal rights.
   d. a philosophy that parents want their child exposed to
   e. all of the above

7. Youth organizations can develop
   a. character
   b. service
   c. leadership
   d. competition
   e. citizenship

8. Career and vocational training
   a. promotes interests in a profession.
   b. develops job skills.
   c. fosters the development of pride and self-esteem.
   d. is for students who don't make good enough grades to go to college.
   e. all of the above

9. Which one of the following statements is false?
   a. Career education has become a part of most public school curriculum.
   b. Many students who desire to obtain an education in higher learning are encouraged by parents and/or friends to do so.
   c. Youth organizations are not a part of classroom experiences when training for a career or vocation.
   d. Specialized testing can be given by guidance counselors to determine a student's abilities and strengths in the vocational areas.
   e. Parents often encourage their children to develop their talents or to discover their talents by enrolling them in special lessons or training classes.

10. When parents are getting ready to enroll their child in school, they may consider
    a. public school.
    b. private school.
    c. their location.
    d. their financial means.
    e. all of the above.

Check-Out Activity Sheet

ANSWERS

EDUCATIONAL OPPORTUNITIES FOR CHILDREN

1. Early childhood education experiences are provided by
    - [✓ a.] nursery schools.
    - b. elementary schools.
    - [✓ c.] kindergartens.
    - [✓ d.] day-care centers.
    - e. all of the above

2. Early childhood centers help young children
    - a. have opportunities to learn new skills.
    - b. develop langauge skills.
    - c. learn to make friends.
    - d. a. and c.
    - [✓ e.] all of the above

3. The parents have certain responsibilities for seeing that their child does his/her homework. These responsibilities include:
    - a. doing the homework for the child.
    - b. promising the child a gift if he/she will complete homework assignments.
    - [✓ c.] designating a time and area for studying each evening.
    - d. all of the above
    - e. none of the above

4. Mainstreaming is a term used to describe an educational plan. It means
    - a. to have no grade levels
    - [✓ b.] placing handicapped children or those with special problems in regular classrooms.
    - c. placing handicapped children or those with special problems in special education classes.
    - d. none of the above
    - e. a. and c.

5. Public schools provide
    - [✓ a.] basically free educational opportunities.
    - [✓ b.] more curriculum offerings
    - c. more control over social situations.
    - [✓ d.] bus services
    - [✓ e.] more opportunities for extracurricular activities.

6. Private schools may provide
    - a. social status.
    - b. individualized counseling and instruction.
    - c. control over social situations such as drug abuse and equal rights.
    - d. a philosophy that parents want their child exposed to.
    - [✓ e.] all of the above

7. Youth organizations can develop
   - [✓ a.] character
   - [✓ b.] service
   - [✓ c.] leadership
   - [✓ d.] competition
   - [✓ e.] citizenship

8. Career and vocational training
   - [✓ a.] promotes interests in a profession.
   - [✓ b.] develops job skills.
   - [✓ c.] fosters the development of pride and self-esteem.
   - d. is for students who don't make good enough grades to go to college.
   - e. all of the above

9. Which one of the following statements is false?
   - a. Career education has become a part of most public school curriculum.
   - b. Many students who desire to obtain an education in higher learning are encouraged by parents and/or friends to do so.
   - [✓ c.] Youth organizations are not a part of classroom experience when training for a career or vocation.
   - d. Specialized testing can be given by guidance counselors to determine a student's abilities and strengths in the vocational areas.
   - e. Parents often encourage their children to develop their talents or to discover their talents by enrolling them in special lessons or training classes.

10. When parents are getting ready to enroll their child in school, they may consider
    - a. public school.
    - b. private school.
    - c. their location.
    - d. their financial means.
    - [✓ e.] all of the above.

Evaluator's Final Checklist

PROVIDING EDUCATIONAL OPPORTUNITIES FOR CHILDREN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

GUIDING CHILDREN TOWARD SELF-DISCIPLINE

CONTENTS OF MODULE

Student Information — Activity

UNDERSTANDING THE EMOTIONS OF CHILDREN 1
GUIDELINES TO RESPONSIBLE BEHAVIOR 3
DISCUSSION GUIDE ON DISCIPLINE 5
SOME PROBLEMS AND THEIR SUGGESTED SOLUTIONS . 7

Student Self-Check

CHILDREN'S EMOTIONS 2
APPLYING GUIDANCE TECHNIQUES 9
ANSWERS 2,9

Evaluator's Final Checklist

GUIDING CHILDREN TOWARD SELF-DISCIPLINE 11

Check-Out Activity Sheet

CASE SITUATIONS . . . . 11 Instructor's Manual

RECOMMENDED REFERENCES

Topic: Children's emotions 1

Brisbane, The Developing Child, 1980 edition.
Hurlock, Child Growth and Development, 1978 edition.

Topic: Promoting responsible behavior 3

Draper and Draper, Caring for Children, 1979 edition.

Topic: Discipline 4

Brisbane, The Developing Child, 1980 edition.
Hurlock, Child Growth and Development, 1978 edition.

GUIDING CHILDREN TOWARD SELF-DISCIPLINE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Divide the class into small groups to have a buzz session about the answers to the Student Information, UNDERSTANDING THE EMOTIONS OF CHILDREN. Then, as a class go over the answers. Answers are provided in this manual. Read over the information in all of the suggested references to be prepared for discussion.	RECOMMENDED REFERENCES Brisbane, The Developing Child, pp. 244-250. AND Hurlock, Child Growth and Development, pp. 207-216. ADDITIONAL REFERENCE Ames: Child Care and Development, pp. 167-172. New York: J. B. Lippincott, 1979.	
2	Student Self-Check		
3	If the reference is not available, duplicate the Answers for Learning Activity 3, provided in this manual, for the students to read. Make a bulletin board on guiding young children. Have the students share, in a swing-around, guidelines for guiding children's behavior. For students who are interested, have them read in additional references. If possible, take the students on a fieldtrip to a nursery school or kindergarten to see adult leaders	RECOMMENDED REFERENCE Draper and Draper, Caring for Children, p. 277. Peoria, IL: Charles A. Bennett Company, 1979 edition. --Bulletin board supplies ADDITIONAL REFERENCE Draper and Draper, Caring for Children, pp. 266-279.	

GUIDING CHILDREN TOWARD SELF-DISCIPLINE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	guide children's behavior. Once back in the classroom, evaluate the techniques used by the leaders.		
4	Read the recommended references. Point out important points by giving a brief lecture. If an audio-visual is available about discipline, show it to the students as a supplement to this activity.	RECOMMENDED REFERENCES Brisbane, The Developing Child, pp. 253-259. AND Hurlock, Child Growth and Development, pp. 306-318. ADDITIONAL REFERENCES Ames, Child Care and Development, pp. 193-194. OR Draper and Draper, Caring for Children, pp. 296-297.	
5	This activity is a review of previous learnings. Either discuss the Student Information, DISCUSSION GUIDE ON DISCIPLINE, in round-table discussion groups or as a class. Information for the instructor to use for answers to the discussion questions is provided in this manual.		
6	Have the students share their observations of methods of discipline to the class.		

GUIDING CHILDREN TOWARD SELF-DISCIPLINE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	Discuss the Student Information, SOME PROBLEMS AND THEIR SUGGESTED SOLUTIONS as a class.		
8	Divide the class into role-play situations selected from the readings in the reference. (You may want to make up similar situations instead of using the ones in the book.) Have each roleplay situation performed in front of the class. Discuss whether or not the situation was handled correctly. Ask such questions as: (1) Was positive language used? (2) Did the adult get on the child's level? (3) If punishment was necessary, did it fit the crime? (4) Were choices given if available?	ADDITIONAL REFERENCE Draper and Draper: Caring for Children, pp. 266-296.	
9	Student Self-Check		
10	FHA/HERO Have student(s): --Invite four or five parents to be part of a panel discussion on discipline and guiding children toward self-discipline. Include fathers and mothers of large and small families.		

GUIDING CHILDREN TOWARD SELF-DISCIPLINE

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
10	--Plan some firsthand experiences with a child or children each week to practice using positive guidance techniques. Keep a diary of the experiences with the children. Record problems encountered, the way they were solved, and the results in the behavior of the child.		
11	Provide three actual situations (in a playschool setting) or three case situations (see the Check-Out Activity Sheet in this manual) for each student's check-out activity. Use the Evaluator's Final Checklist for checking each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Use the learnings from this module when working with and caring for siblings, nieces, nephews, and/or other children. Have them write down their experiences to share with the class.

--Explore the career of an early childhood education teacher, a guidance counselor, or a child development specialist.

Student Information
ANSWERS
UNDERSTANDING THE EMOTIONS OF CHILDREN

NOTE TO THE INSTRUCTOR: Be sure that the students read the references. It is important that they not only know the answers but understand the significance of each answer.

1. List eight common emotions of childhood.
   --Affection
   --Anger
   --Curiosity
   --Envy
   --Fear
   --Grief
   --Jealousy
   --Joy
   --Anxiety
   --Guilt
   --Aggression

2. How do children's emotions and expression of emotions differ from adults' emotions?
   --Children have stronger emotions.
   --Children's outbreaks of emotions last for a short time while adult outbreaks sometimes drag on for hours or days.
   --Children feel emotions much more frequently.
   --Children's emotions are spontaneous.
   --Children's bodies express their emotions.

3. Why is it important for an adult to know that there is a difference between an adult's and a child's emotions and expression of emotions?
   --So the adult will not be too harsh or critical of the child.
   --So the adult can provide for positive guidance.

4. How do emotions affect children?
   --Give pleasure and/or unhappiness.
   --Enhance and/or interfere with development of skills.
   --Enhance and/or interfere with mental growth.
   --Help children to communicate.
   --Help children to express themselves.
   --Help children to be social.
   --Influence their outlook on life.
   --Affect the psychological atmosphere in the home.

5. List two factors that cause increased emotions.
   --Health problems
   --Environmental problems (stress, tension)

6. Define "emotional tolerance."
   --Emotional tolerance is when a person learns to deal with emotional problems without getting too upset about them.

7. Three factors must be present for a child to learn to control his/her emotions. Name them.
--The child must want to control his/her emotions.
--The child must have a substitute for the emotional outburst.
--The child must gain satisfaction from the substitute.

Student Information
ANSWERS
GUIDELINES TO RESPONSIBLE BEHAVIOR

Directions: On a separate sheet of paper, write the answers to the following question.

List guidelines that a person should remember when guiding a child toward responsible behavior.

--Listen to the child's point of view.
--Get on the child's level by kneeling or sitting on the floor.
--Use words that the child understands.
--Treat the child as a worthwhile person.
--Let the child know that you understand.
--Believe in the child's ability.
--Encourage the child.
--Be positive when talking with the child.
--Set a good example. Children imitate people.
--Use reinforcements such as praise or a pat on the back.
--Remove the causes for misbehavior.
--Provide a suitable environment.

Student Information
POSSIBLE ANSWERS
DISCUSSION GUIDE ON DISCIPLINE

Directions: In a small group or large group of students, discuss the following topics concerning discipline. Discussion should be based on the readings that you have done.

Topic 1: DISCIPLINE - DEFINITION AND PURPOSE

a. What is discipline?

Discipline is training children to have self-control by educating them about acceptable and unacceptable behavior so that they can learn to behave in a socially acceptable way.

b. What is the aim or purpose of discipline?

The aim or purpose of discipline is to help children to learn to be self-disciplined.

c. How is love a part of discipline?

A loving parent or caregiver trains a child in self-discipline so the child will be socially accepted and therefore able to mature and develop normally.

Topic 2: PUNISHMENT

a. How does punishment differ from discipline?

Punishment is a part of discipline. It is administered only for willful misbehavior. In discipline the stress is put on training a child to behave in a socially acceptable manner.

b. What are some of the acceptable forms of punishment?

--Having a child to make amends.
--Isolating the child.
--Depriving the child of treats.

c. "The punishment should fit the crime." What does this statement mean? Give examples.

The punishment should correspond to the crime so that the child can see a relationship between the two and will understand the wrong committed.
Example: John tore a page out of a book.
Punishment: John must help mend the book.

Topic 3: REWARDS

a. How do rewards fit into discipline?

A reward is a part of discipline because it is given for good behavior and encourages more good behavior. It is a positive reaction given for good behavior. Praise, treats, and gifts are rewards given to young children.

b. How can rewards serve as positive reinforcement?

Rewards encourage the child to continue to show good behavior.

c. Are rewards bribes? When does a reward become a bribe?

Rewards are not bribes. A bribe is a promise of a reward for good behavior ahead of time. When you promise a child a reward for future good behavior, the reward becomes a bribe.

Check-Out Activity Sheet

CASE SITUATIONS

****

Directions to the Instructor: Choose case situations from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent case situations that are not in this listing. Be sure that the case situations relate to the Learning Activities provided in the module.

****

1. Jeannie pulled Karen's hair because she wanted to play by herself in the dollhouse.
2. George painted on the wall with fingerpaint.
3. Suzie doesn't want to come inside to eat lunch.
4. Colleen went outside the fence that surrounds the play area.
5. Jimmy called Sam a bad name.
6. Pete used up a can of nails in his Dad's shop.
7. Jody took a small toy home from Frankie's house without asking.
8. Gregory stayed too long at Billy's house.
9. Patty threw blocks at Kenny because he knocked over her tower.
10. Gail pinched Gary on the arm for crowding her at the dinner table.
11. It's Bobby's turn to sit by the window in the car. Synthia, his sister, refuses to let him.
12. Cathy tore up Ann's kite. She had not asked Ann if she could play with it.

Master Copy

Evaluator's Final Checklist

GUIDING CHILDREN TOWARD SELF-DISCIPLINE

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In assisting, or describing how to assist, children to develop self-discipline, the student:

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
a. Identified the needs of the child in the given situation	( )	( )	( )
b. Related to the child at eye level	( )	( )	( )
c. Communicated with the child at her/his mental level	( )	( )	( )
d. Listened to the child's point of view	( )	( )	( )
e. Kept facial expression and voice pleasant while using positive verbal guidance	( )	( )	( )
f. Chose a positive method for promoting self-discipline	( )	( )	( )

BATHING AND DRESSING AN INFANT

CONTENTS OF MODULE

Student Information — Activity

SAFE HANDLING OF THE BABY 1
BATHING AN INFANT. 2
CARE OF THE UMBILICAL CORD STUMP AND CIRCUMCISION 3
DIAPERING 7
DRESSING THE INFANT 10

Student Self-Check

KEEPING BABY CLEAN CROSSWORD PUZZLE . . 6
DIAPERING AND DRESSING 13
ANSWERS 6, 13

Evaluator's Final Checklist

BATHING AND DRESSING AN INFANT 15

RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation HD-34-1, "Bathing An Infant" . . 4

Slide-tape presentation HD-34-2, "Diapering and Dressing An Infant". 11

RECOMMENDED REFERENCES

TOPIC: Bathing an infant 2

American Red Cross, Family Health and Home Nursing, 1979 edition.

Brisbane, The Developing Child, 1980 edition.

Hurlock, Child Growth and Development, 1978 edition.

BATHING AND DRESSING AN INFANT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Divide the class into partners. After they have read the Student Information, SAFE HANDLING OF THE BABY, have the students practice lifting and holding an infant (doll or actual) using the suggested procedures.	--Infant or doll	
2	You may want to allow the students to work as partners or in small groups. After the students have completed the questions on Student Information, BATHING AN INFANT, go over the answers as a large group. Answers are provided in this manual.	RECOMMENDED REFERENCES American Red Cross, Family Health and Home Nursing, pp. 133-135. AND Brisbane, The Developing Child, pp. 65-66, 124,140-142. AND Hurlock, Child Growth and Development, pp. 77-79. ADDITIONAL REFERENCES Ames, Child Care and Development, pp. 82-83. NY: J. B. Lippincott Company, 1979. AND/OR Draper and Draper, Caring for Children, pp. 238-241. Peoria. IL: Charles A. Bennett Company, 1979.	
3	Discuss the Student Information, CARE OF THE UMBILICAL CORD STUMP AND CIRCUMCISION.		

BATHING AND DRESSING AN INFANT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Allow the students to ask questions.		
4	Have the students view the slide-tape presentation or other AV as a small group or individually.	--Audio-visual equipment --Slide-tape presentation: HD-34-1, "Bathing An Infant" --A script for the STP is provided in this manual	
5	Invite a parent to bring her/his baby in to demonstrate a sponge bath. Invite another parent to bring her/his baby and demonstrate a tub bath. OR Using a doll, demonstrate sponge bathing and tub bathing an infant. Have the students practice sponge bathing and tub bathing an infant. If competent in the task, the student could check-out on these tasks at this point.	--Doll or baby --Padded surface --Sterile water --Cotton balls --Wash cloth --Two small towels --Milk soap with a dish --Baby shampoo --Tub or bathinette --Basin of warm water --Sterile gauze --Petroleum jelly --Rubbing alcohol --Constarch or baby powder --Baby oil or loction --Diaper --Diaper pins --Nightgown --Undershirt	

BATHING AND DRESSING AN INFANT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Provide copies of the Student Self-Check, KEEPING BABY CLEAN CROSSWORD PUZZLE.	--Master Copy of KEEPING BABY CLEAN CROSSWORD PUZZLE.	
7	Display the different types of cloth diapers and disposable diapers in the varying sizes for the students to see as they read Student Information, DIAPERING.	--Cotton flannel diapers --Cotton gauze diapers --Bird's Eye diapers --Pre-cut or pre-folded diapers --Disposable diapers, i.e., newborn to toddler sizes	
8	Demonstrate methods for folding cloth diapers.	--Cotton flannel diapers --Cotton gauze diapers --Bird's Eye diapers	
9	Demonstrate changing an infant's diaper. Also, show how to care for the umbilical cord stump and the circumcision. You may want to invite a parent and her/his newborn baby boy in to give a live demonstration. Have the students practice diapering a newborn infant (simulation). You may check students out at this point if they show competence.	--Doll or baby --Cloth diapers --Disposable diapers --Diaper pins --Cornstarch --Rubbing alcohol --Petroleum jelly --Gauze	
10	Display infant's clothing, i.e., --open shirt --kimono --shirt (over-the-head)	--Open shirt --Kimono --Shirt (over-the-head) --Gown (over-the-head) --Jumpsuit	

BATHING AND DRESSING AN INFANT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
10	--gown (over-the-head) --jumpsuit for the students to look at as they read Student Information, DRESSING THE INFANT.		
11	Have the students view the slide-tape presentation or other AV as a small group or individually.	--Audio-visual equipment --Slide-tape presentation: HD-32-2, "Diapering and Dressing An Infant" --A script for the STP is provided in this manual	
12	Demonstrate dressing an infant in an undershirt, gown, and jumpsuit. Allow the students to practice dressing an infant or doll.	--Doll or baby --Undershirt --Gown --Jumpsuit	
13	Student Self-Check		
14	FHA/HERO Have the student(s): --Invite mothers to bring infants in for an "Infant Care Clinic." The clinic could be for a specific day with each sectional group providing the infant care during their class period.		

BATHING AND DRESSING AN INFANT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
15	Be prepared to provide Check-Out Activities for each student for the following tasks:		
	Objective (1):	Objective (1):	
	Sponge bathing an infant	--Doll or infant --Padded surface --Sterile water --Cotton balls --Wash cloth --Two small towels --Mild soap in a dish --Baby shampoo --Basin of warm water --Cornstarch or baby powder --Baby oil or lotion --Clothes and diaper	
	Objective (2):	Objective (2):	
	Tub bathing an infant	--All of the above, except basin of warm water --Bathinette or tub	
	Objective (3):	Objective (3):	
	Diapering an infant	--Doll or infant --Diaper --Diaper pins, if cloth --Cornstarch, powder, or lotion --Rubbing alcohol --Petroleum jelly --Gauze	
	Objective (4):	Objective (4):	
	Dressing an Infant	--Doll --Undershirt --Gown --Jumpsuit	
	Use the Evaluator's Final Checklist for checking out each student.	--Master Copy of the Evaluator's Final Checklist	

BATHING AND DRESSING AN INFANT

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Prepare and put up a bulletin board on bathing and/or dressing a baby.

--Research one of the following careers: pediatrician, nurse, children's clothing specialist, extension specialist.

Student Information

BATHING AN INFANT

Directions: On a separate sheet of paper, answer the following questions. Use the references provided by your instructor to find the questions.

1. When giving an infant a bath, the temperature of the room should be warm and free from drafts so that the infant does not chill.

2. List three safety rules to remember when giving an infant a bath.

   --Never leave an infant alone while bathing. He/she could roll off the surface or could drown in the tub.
   --Never use a cotton swab to clean the nostrils or ears. A slight jerk of the infant could cause injury.
   --Always test the bath water before putting the infant in the water.
   --Do not allow the older baby to climb or stand while in the bathtub. He/she could slip and injure himself-herself.
   --Do not allow the older baby to play too long in the bath.

3. List three reasons why an infant sometimes fears bath time.

   --The infant may have had a bath in which the water temperature was too hot or too cold.
   --The infant may have slipped under the water during a bath and got water in his/her mouth.
   --Soap or shampoo may have gotten into the infant's eyes.
   --The person giving the bath may have held the infant too tightly.

4. Infants are given sponge baths until the umbilical cord stump drops off and the navel heals. This takes about one to two weeks from birth.

5. Wash an infant's face with water only.

6. Never use a cotton swab to clean the infant's nose and ears. Instead, clean the outer ears with a soft wet washcloth and use a piece of cotton to remove any visible mucous from the nose.

7. An infant's hair and scalp should be shampooed from one to three times a week using baby shampoo or a mild soap to prevent burning the infant's eyes.

8. If the infant's scalp is extremely dry, scaling may develop. This scaling is called cradle cap. It should be treated by:

   --Applying baby oil to the scalp at night.
   --On the next morning, loosening the scales gently with a soft hair brush or washcloth.
   --Shampooing the scalp.

9. For the tub bath, fill the tub with 5 to 7.6 cm. (2 to 3 in.) of water. Line the tub with a diaper or towel to keep the infant from slipping.

Student Information

BATHING AN INFANT

10. Test the bath water with your elbow. It should feel lukewarm, at about 37 degrees C (98 degrees F).

11. Many doctors prefer that baby lotion be applied to the infant's body after a bath instead of oil and/or powder.

12. When powder is necessary to absorb moisture and to prevent chafing, cornstarch is recommended. Powder tends to collect in skin creases causing irritation of the skin.

HD-34-1, BATHING AN INFANT

Slide 1: "Bathing an Infant"

Slide 2: Bath time can be an enriching experience for an infant. Along with getting clean, the baby benefits from the touch of your hands, the sound of your voice, and your attention.

There are two methods for bathing an infant: the sponge bath and the tub bath. Infants are given sponge baths until the umbilical cord stump drops off and the navel heals and, if the baby is a boy, until the circumcision heals. After these things occur, the infant can be given tub baths as well as sponge baths. Three or four tub baths a week with in-between sponge baths keep the infant fresh and clean.

Slide 3: To begin bath time, check the temperature of the room. The room should be warm and free of drafts. Avoid drafts and breezes by closing doors and windows.

Wash your hands thoroughly. Your fingernails should be trimmed and clean to avoid scratching and infecting the infant.

Slide 4: Assemble the supplies that will be needed for bathing the infant. For a sponge bath, you will need:
--A padded surface
--Sterile water
--Cotton balls
--Wash cloth
--Bath towel
--Two small towels
--Mild soap in a dish
--Baby shampoo
--Basin of warm water
--Sterile gauze
--Petroleum jelly
--Rubbing alcohol
--Cornstarch or baby powder
--Baby oil or lotion
--Diaper
--Diaper pins
--Nightgown
--Undershirt

Slide 5: Place the baby on the padded surface. Do NOT leave the infant alone for any reason. He/she may fall off the table or bathinette and be seriously injured.

Slide 6: Clean the infant's eyes by wiping the eye from the inside corner outward using a clean piece of cotton dipped in sterile water. Clean both eyes.

Slide 7: Clean the infant's nose. Dried mucous just inside the nostrils can be removed with a cotton ball that has been rolled into a firm length and dipped in sterile water. Never use a cotton swab stick. A sudden jerk could injure the infant.

Slide 8: Clean the outer portion of the infant's ears. Again, use a cotton ball moistened with sterile water. Do NOT probe into the ear. You could puncture the infant's eardrum. Dry the ears with a sterile cotton ball.

Slide 9: Wash the infant's face with a soft cloth and clear water. Do NOT use soap for the first three months. Pat the infant's face dry with a soft towel. Do not rub. The infant's skin is very tender and easily irritated.

Slide 10: Babies need only one or three shampoos weekly. Use a baby shampoo or a mild soap. Using the football hold, lift the infant over the basin of warm water. Squeeze clear water from the washcloth onto the scalp; then smooth on shampoo or lather and massage the scalp with a circular motion. Rinse away all suds by squeezing clear water from the washcloth. Hold the infant's head back during this process so that soap and water will not run down into the face. Pat the scalp dry with a soft towel.

A baby oil rubbed into the scalp after washing will help prevent cradle cap from forming.

Slide 11: Now, sit down with the baby on a bath towel in your lap. Undress the baby except for a diaper. Wrap the bath towel around the infant to prevent chilling.

Slide 12: Soap the baby's chest, arms, and hands, including the folds and creases in the skin.

Slide 13: Rinse neck, chest, arms, and hands with clean, warm water. Rinse the soap from the folds of the skin, and pat the infant dry; don't rub.

Slide 14: Gently, but firmly, support the baby's head and turn the baby on one side to soap and rinse the back. Pat dry.

Slide 15: Remove the infant's diaper. Soap and rinse the abdomen, genitals, legs, and feet. Wash gently around the navel (and the circumcision, if the baby is a boy) until the area heals.

Slide 16: The end, or stump, of the umbilical cord (attached at which will be the navel) dries out, shrivels up, and falls off within a week to ten days after birth. While the stump is still attached, it must be kept clean and dry. Clean the stump after each diaper change and during the sponge bath by washing with a cotton ball that has been soaked with rubbing alcohol. Then dry it with a clean cotton ball.

Slide 17: After the cord drops off, there may be a slight fluid drainage and bleeding from the navel. This is normal. Clean the navel with rubbing alcohol on a cotton ball. Dry with a sterile cotton ball.

Slide 18: If circumcision has been performed, cleanse the area of the penis gently during each diaper change and during the sponge bath. Apply petroleum jelly or an ointment prescribed by the doctor. If gauze is also applied, put a generous amount of petroleum jelly on the gauze to prevent it from sticking to the penis.

Slide 19: When the sponge bath is complete, a light powdering or oil may be applied, though neither is really necessary. Baby powder is helpful to prevent chafing. Some doctors recommend cornstarch instead of powder because it absorbs and holds moisture. Also, the perfume in powder sometimes irritates the infant's skin. Chafing can also be relieved by using lotion or cream. Oil is used if the skin is dry. Don't use heavy oil since it sometimes clogs the infant's pores.

Slide 20: Dress the infant in a clean diaper, undershirt, and nightgown.

Slide 21: For the tub bath, make the same preparations as for a sponge bath, but use a small tub or bathinette in place of the basin of water. Place a small towel on the bottom of the tub to keep the infant from slipping. Fill the tub with about 5 to 7.6 centimeters (2 to 3 inches) of water. Test the water temperature with your elbow to determine if it is comfortably warm.

Slide 22: Wash the infant's eyes, ears, nose, and face as you would for a sponge bath. Then use the body-arm hold to lift the infant from the padded surface. Gently lower the baby into the tub of water, feet first.

Slide 23: While your hand maintains a firm grasp on the far arm and shoulder, soap the front of the infant's body with a washcloth. Be sure to wash in the skin folds and creases and between his/her fingers and toes. Rinse the front of the body.

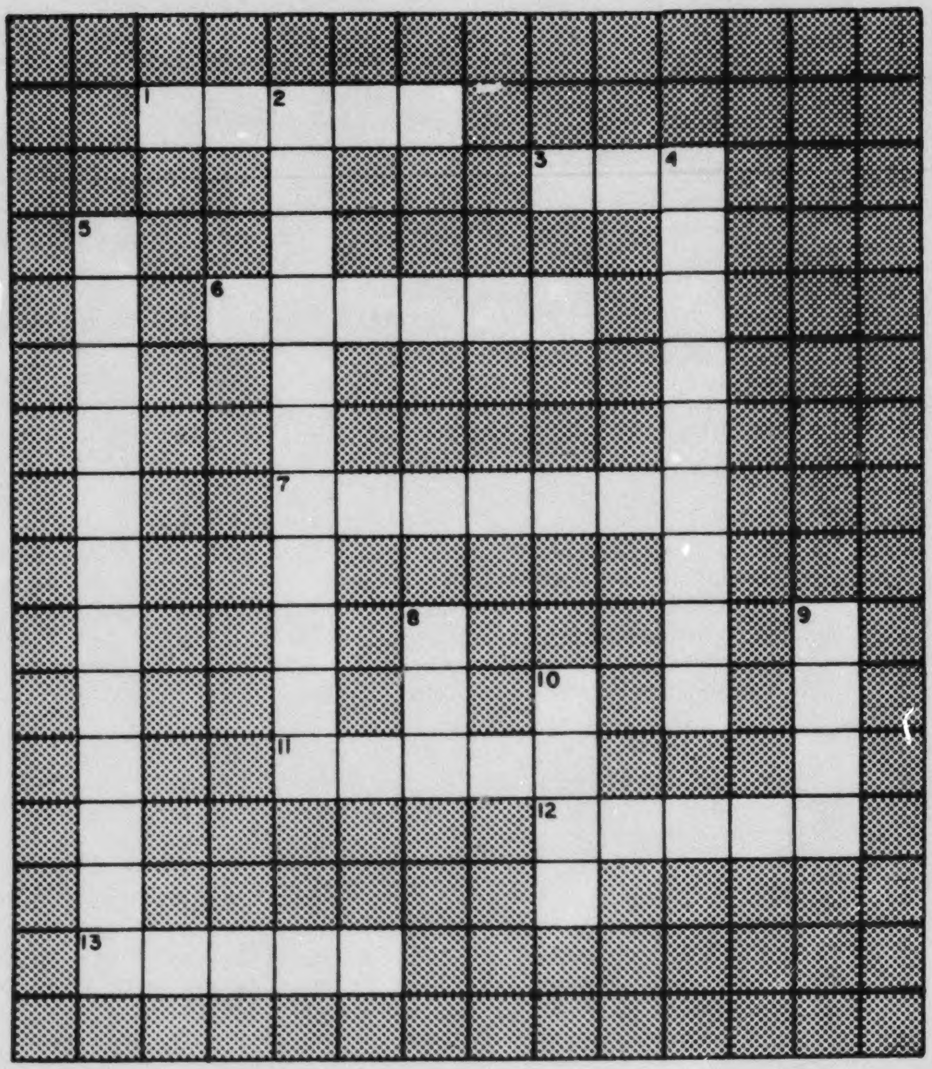
Slide 24: Set the infant up and support him/her with one hand on the chest. Soap the infant's back; then rinse.

Slide 25: Lift the infant from the water and back onto the table or the top of the bathinette using the body-arm hold. Cover the baby with a large towel. Pat dry making sure to dry in creases and folds of skin and between fingers and toes.

Slide 26: Apply lotion, oil, cornstarch or powder. Dress the infant.

Slide 27: This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage area.

KEEPING BABY CLEAN CROSSWORD PUZZLE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HD-34-2, DIAPERING AND DRESSING AN INFANT

Slide 1: "Diapering and Dressing An Infant"

Slide 2: An infant usually wears two layers of clothing. The diaper and the undershirt are next to the skin. The outer layer may be a kimono, gown, or a one-piece jumpsuit. On hot summer days the infant will not need but one layer.

Slide 3: Changing the baby's diaper is an important and quite frequent activity. To change a diaper, assemble the necessary supplies so that everything is within your reach. Never leave an infant unattended, unless he/she is in a crib.

Slide 4: Place the infant on a towel or a quilted pad covering a flat surface. Unfasten the diaper.

Slide 5: With one hand, grasp the infant's ankles and slightly raise his/her buttocks. Pull the wet diaper from under the buttocks. Release the ankles.

Slide 6: If the infant has urinated, wash the genitals from the front to the back with a warm, wet washcloth. Pat the area dry with a towel. If the infant has had a bowel movement, raise and fold the soiled diaper under the infant. Wipe the buttocks with bathroom tissue; then remove the soiled diaper and tissue. Wash the genitals and anal area with warm water and soap, rinse thoroughly, and pat dry with a towel.

Slide 7: Apply cornstarch or baby powder, or if the baby has diaper rash, apply a cream or lotion prescribed by the doctor. Follow the procedure for caring for the circumcision and the navel if those areas have not healed.

Slide 8: Now, holding the infant's ankles between your thumb and middle finger, with your index finger between the ankles, raise the buttocks high enough to slip a clean, folded diaper underneath. Release the ankles. Be sure to put the extra thickness of the diaper in the back if the baby is a girl. For a boy, put the extra thickness in the front.

Slide 9: Pull the diaper up between the legs and fasten it on each side. Be careful not to stick the baby if you are using diaper pins. The diaper should fit snugly without being too tight.

Slide 10: You may want to put plastic or rubber pants over the diaper to protect the infant's clothing from moisture.

Slide 11: As soon as possible rinse out the wet or soiled diaper and place it in the diaper pail. Dispose disposable diapers in proper waste container.

Slide 12: To put on an undershirt or a gown that goes over the baby's head, first gather the shirt or gown into an open roll.

Slide 13: Then, slip the shirt or gown over the head. Be sure to hold the infant securely as you do this.

Slide 14: Gently guide the baby's arms through the armholes if the garment is sleeveless. If the garment has sleeves, insert your fingers into each sleeve from the cuff end and guide each arm through the sleeve.

Slide 15: Pull the shirt or gown down over the infant's body. As you do this, talk to him/her. This is a good time to help your baby get to know you better.

Slide 16: To put an open shirt or kimono on an infant, first lay the garment open on a flat surface. Then lay the infant on his/her back on the open shirt or kimono.

Slide 17: Next, reach into the shirt or kimono sleeve from the cuff end and grasp the infant's hand. Slip the sleeve onto the infant's arm, and pull the sleeve up to the shoulder. Do the same to the other sleeve and arm.

Slide 18: Last, adjust and snap or tie the shirt or kimono on the infant.

Slide 19: To put a one-piece jumpsuit on an infant, lay the baby on his/her back on the open jumpsuit.

Slide 20: Grasp the baby's leg between the knee and ankle and guide it into the leg of the jumpsuit. Repeat the procedure for the other leg.

Slide 21: Then, grasp outside the jumpsuit legs and pull the garment over the baby's legs and buttocks until the legs and feet are comfortably adjusted inside the jumpsuit.

Slide 22: Reach into the sleeve from the cuff end and grasp the infant's hand. Slip the sleeve onto the arm, and pull the sleeve up to the shoulder. Repeat the procedure for the other sleeve and arm.

Slide 23: Adjust the undershirt and the diaper inside the jumpsuit. Adjust and fasten the jumpsuit.

Slide 24: This is the end of this slide-tape presentation. Please rewind the tape and return it and the equipment to the proper storage area.

Evaluator's Final Checklist

BATHING AND DRESSING AN INFANT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) When sponge bathing the infant, the student:			
a. Prepared supplies and adjusted the room temperature, if necessary	( )	( )	( )
b. Handled the infant gently and safely, talking to him/her while sponge bathing	( )	( )	( )
c. Washed and cleaned the infant's ears, eyes, and nostrils	( )	( )	( )
d. Washed, then dried, the infant's face	( )	( )	( )
e. Shampooed, then dried, the scalp and hair	( )	( )	( )
f. Washed the infant's body and patted dry	( )	( )	( )
g. Removed the diaper and washed the genital area, legs, and feet	( )	( )	( )
h. Cared for the umbilical cord stump and/or circumcision, if necessary	( )	( )	( )
i. Diapered and dressed the infant	( )	( )	( )
j. Did not leave the infant unattended	( )	( )	( )
k. Kept the infant covered to prevent chilling	( )	( )	( )
(2) When tub bathing the infant, the student:			
a. Prepared equipment, supplies, and adjusted room temperature, if necessary	( )	( )	( )
b. Filled the tub with 5 to 7.6 centimeters (2 to 3 inches) of warm water	( )	( )	( )

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
c.	Handled the infant gently and safely, talking to him/her during bathing procedure	( )	( )	( )
d.	Washed and cleaned the ears, eyes, and nostrils	( )	( )	( )
e.	Washed the infant's face	( )	( )	( )
f.	Shampooed the scalp and hair	( )	( )	( )
g.	Dried the infant's face and hair immediately	( )	( )	( )
h.	Tested the water in the tub to see that it was not too hot or too cold	( )	( )	( )
i.	Lined the tub to prevent slipping	( )	( )	( )
j.	Washed and dried the infant's body	( )	( )	( )
k.	Diapered and dressed infant	( )	( )	( )
l.	Did not leave the infant unattended	( )	( )	( )
(3)	When diapering an infant, the student:			
a.	Collected all the necessary supplies	( )	( )	( )
b.	Handled the infant gently	( )	( )	( )
c.	Talked to the infant	( )	( )	( )
d.	Placed the infant in a safe position for diapering	( )	( )	( )
e.	Did not leave the infant unattended	( )	( )	( )
f.	Changed the diaper	( )	( )	( )

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
g. Cared for the umbilical cord stump and/or the circumcision, if necessary	( )	( )	( )
h. Put the wet and/or soiled diaper in the appropriate place	( )	( )	( )
(4) When dressing the infant, the student:			
a. Assembled all of the necessary clothing	( )	( )	( )
b. Handled the baby gently and talked to the baby during dressing procedure	( )	( )	( )
c. Positioned arms and/or legs into the garment	( )	( )	( )
d. Adjusted and fastened garment	( )	( )	( )

MEDICAL CARE FOR INFANTS

CONTENTS OF MODULE

Student Information — Activity

MEDICAL CHECK-UPS FOR INFANTS 1
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WHEN BABY IS ILL 3
KEEPING MEDICAL RECORDS 4

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Check-Out Activity Sheet

MEDICAL CARE FOR INFANTS . . . . 9 **Instructor's Manual**
ANSWERS . . . . 9 **Instructor's Manual**

RECOMMENDED REFERENCES

TOPIC: The schedule for immunizing infants 2

American Red Cross, Family Health and Home Nursing, 1979 edition.

Hurlock, Child Growth and Development, 1978 edition.

Brisbane, The Developing Child, 1980 edition.

TOPIC: Common physical defects in babies 7

Hurlock, Child Growth and Development, 1978 edition.

MEDICAL CARE FOR INFANTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
BB	Construct a bulletin board or have a student construct one.	--Bulletin board supplies	
1	You may want to order a copy or copies of the pamphlet listed for additional information about the care of infants.	ADDITIONAL REFERENCE __________. Infant Care, U.S. Department of Health, Education, and Welfare. Cost: $1.00.	
2	Answers to the questions on Student Information IMMUNIZATIONS, are provided in this manual. Note that question #4 answers will vary. Explain that the immunization program should be carried out according to the health professional's instructions. Invite a public health nurse to discuss local immunization and well baby clinics. Order copies of the booklet, Parent's Guide to Childhood Immunization (from the U.S. Department of Health, Education, and Welfare, Public Health Service, Center of Disease Control, Washington, D.C.) for your students. OR, get copies from the local health department.	RECOMMENDED REFERENCES American Red Cross, Family Health and Home Nursing, pp. 138-139. AND Hurlock: Child Growth and Development, pp. 57-58. OR Brisbane: The Developing Child, pp. 377-382.	
3	After reading Student Information, WHEN BABY IS ILL. . ., have the students share experiences that they		

MEDICAL CARE FOR INFANTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	have had with a sick infant. Discuss the signs of illness that were present in each situation.		
4	Divide the class into small groups to brainstorm ways for a family to keep medical records for its members. Examples: --A folder for each family member kept in a file cabinet --A notebook for the family with a section designated for each family member --A card file --A small notebook for each family member		
5	Student Self-Check		
6	Invite a pediatrician or a pediatric nurse to talk to the class about Sudden Infant Death Syndrome (SIDS or crib death). OR Research information about SIDS and present a brief, informative lecture. Allow all students to ask questions	ADDITIONAL REFERENCE Ames, Child Care and Development, pp. 425-426. New York: J. B. Lippincott Company, 1979.	
7	As a class, discuss common physical defects that occur in infants.	RECOMMENDED REFERENCE Hurlock: Child Growth and Development, pp. 59-61.	

MEDICAL CARE FOR INFANTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
8	FHA/HERO Have the student(s): --Prepare a medical history record pamphlet to give to new parents so that they can start a home medical record for their child. The pamphlet could be duplicated and given to a local hospital or an obstetrician to give to new parents.		
9	Select questions from the Check-Out Activity Sheet for each students check-out activity or for the entire class. The test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided. Use the Evaluator's Final Checklist to check each student's performance.	--Selected questions from the Check-Out Activity Sheet, MEDICAL CARE FOR INFANTS --Master Copy of the Evaluator's Final Checklist	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Prepare a medical record form or a file for each family member.

--Explore the career of a pediatrician or a pediatric nurse.

--Research Sudden Infant Death Syndrome. Have them write a brief report about it.

--Research common physical defects in infants and their possible causes. Have them write a brief report about it.

Answers for Learning Activity 2

Student Information

IMMUNIZATIONS

1. What is an immunization?
Small quantities of the organisms that cause disease are made into vaccines. These vaccines are injected into the body or are taken by mouth. The body reacts by producing disease fighting substances that build up in the system and guard against infection for a period of time.

2. List the diseases that infants should be protected against.
--Diphtheria
--Whooping cough (pertussis)
--Tetanus (lockjaw)
--Polio
--Measles (red and rubella or German)
--Mumps

3. What does DTP mean?
DTP is the combined immunization against diptheria, pertussis (whooping cough), and tetanus (lockjaw).

4. What is the schedule for immunizing an infant through 18 months of age.
In American Red Cross, Family Health and Home Nursing:

2 months old	DTP immunization Polio immunization
4 months old	DTP immunization Polio immunization
6 months old	DTP immunization Polio immunization
15 months old	measles immunization rubella immunization mumps immunization
18 months old	DPT immunization Polio immunization

In Hurlock, Child Growth and Development:

DPT immunization given at 3 months
4 months
5 months

DPT booster given between 12 and 18 months.

Polio immunization given at 2 months
4 months
6 months

Polio booster given at 15 months.

Measles immunization given between 8 and 9 months.

Rubella immunization given at 1 year.

Mumps immunization given at 1 year.

Check-Out Activity Sheet

MEDICAL CARE FOR INFANTS

* *

Directions to the Instructor:

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in this module.

* *

1. Name two resources for receiving medical care for an infant.
2. List four things that occur during a medical check-up.
3. When are babies usually given medical check-ups?
4. List the diseases that infants should be protected against.
5. How are infants protected against disease?
6. List four characteristics of a healthy baby.
7. List six common symptoms of illness in a child.
8. Describe two ways to reduce an infant's fever.
9. List four things that a parent might do when helping a child to get well.
10. Give two reasons for keeping a set of medical records at home.
11. What does "Sudden Infant Death Syndrome" mean?
12. List four common physical defects in infants.

Check-Out Activity Sheet
ANSWERS
MEDICAL CARE FOR INFANTS

1. Name two resources for receiving medical care for an infant.
   --Pediatrician
   --Family doctor
   --Local or clinic or health service

2. List four things that occur during a medical check-up.
   --The doctor will weigh and measure the infant.
   --The doctor will give the infant a thorough physical examination.
   --The doctor will determine if the infant is developing normally.
   --The doctor will discuss the baby's feeding routines, weight gain, and whether or not the formula should be altered.
   --The parent should ask questions about the baby's growth and development.
   --The parent should tell the doctor about any observations of the baby that seem unusual.
   --The parent should ask questions about the child's health care and such things as immunizations, care during an illness, how to tell if the child is ill, etc.

3. When are babies usually given medical check-ups?
   Usually, babies are given check-ups at one, two, three, six, nine, and twelve months of age. After that yearly check-ups are advised.

4. List the diseases that infants should be protected against.
   --Diphtheria
   --Whooping cough (pertussis)
   --Tetanus (lockjaw)
   --Polio
   --Measles (red and rubella or German)
   --Mumps

5. How are infants protected against disease?
   --Immunizations
   --Oral vaccines

6. List four characteristics of a healthy baby.
   A healthy baby will:
   --be in motion constantly, even when asleep.
   --eat well.
   --have one or two bowel movements a day. (Some babies have more or less bowel movements than others. The doctor can help the parent decide what is normal for the infant.)
   --have bright, shiny eyes.
   --be in good humor.
   --have pink cheeks and smooth skin.
   --sleep soundly and be alert after sleeping.

7. List six common symptoms of illness in a child.
   --Fever
   --Drowsiness

--Unusual irritability and fretting
--Vomiting
--Loose, fluid bowel movements marked with odor changes and unusual color
--Rash
--Restlessness
--Loss of appetite
--Running nose
--Cough
--Convulsions
--Stiffness or inability to move a part of the body
--Obvious pain

8. Describe two ways to reduce an infant's fever.
--Bathe the infant in lukewarm water.
--Using rubbing alcohol mixed with an equal part of water, gently sponge the infant's body. First sponge off the arms and legs, the the chest and back. Sponge each part for two to three minutes. Repeat in one-half hour intervals, if necessary.
--An ice bag placed on the infant's head will make him/her more comfortable if the alcohol sponging does not reduce the fever.

9. List four things that a parent might do when helping a child to get well.
--Reduce the fever.
--Don't urge a feverish baby to eat. When the baby is awake, give juices, milk, or water every half hour to prevent dehydration.
--Keep the room quiet and darkened, and encourage the infant to sleep and rest.
--Soothe the baby by talking softly or by rocking gently in your arms.
--If the baby has symptoms of a cold, keep the room humid and warm, but not too hot.
--Don't worry if the baby doesn't want to eat.
--If the baby vomits, let his/her stomach rest a few hours, then give a small amount of water.
--Give medicine only when the doctor prescribes it.

10. Give two reasons for keeping a set of medical records at home.
--If the family moves or changes doctors, medical records are sometimes lost or destroyed.
--When children start to school, transfer to another school, or go to camp, they are often required to have immunization records that are up-to-date. If there is no record of immunization for specified diseases, the child will have to be immunized.
--When children grow up, it is important to know whether or not they have had certain communicable diseases. This is especially true with females who may become pregnant.
--An up-to-date record helps a person to cooperate with the doctor.
--Having a home medical record will serve as a reminder of visits to the doctor for second and third immunizations and booster shots.

11. What does "Sudden Infant Death Syndrome" mean? Known as SIDS or crib death, it is when an infant dies from no apparent cause in the first months of life.

12. List four common physical defects in infants.

--Allergies
--Anemia
--Birthmarks
--Blueness of skin
--Poor hearing
--Poor teeth
--Poor tonsils
--Poor vision
--Earaches
--Enlarged adenoids
--Excessive fat
--Excessive thinness
--Eye infections
--Heavy breathing
--Orthopedic (bone) defects
--Skin eruptions

Evaluator's Final Checklist

MEDICAL CARE FOR INFANTS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

GETTING AN INFANT TO SLEEP

CONTENTS OF MODULE

Student Information — Activity

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Check-Out Activity Sheet

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RECOMMENDED REFERENCES

Topic: Sleep and the infant — 1

American Red Cross, Family and Health and Home Nursing, 1979 edition.

OR

Brisbane, The Developing Child, 1980 edition.

OR

Hurlock, Child Growth and Development, 1978 edition.

GETTING AN INFANT TO SLEEP

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		RECOMMENDED REFERENCES American Red Cross, Family Health and Home Nursing, pp. 95, 135. OR Brisbane, The Developing Child, pp. 157-160. OR Hurlock, Child Growth and Development, pp. 75-77.	
2	Display a crib with a mattress and a bassinet which meet government safety regulations. OR Display pictures of infant sleeping equipment on a poster or bulletin board.	--Crib with mattress --Bassinet --Pictures of infant sleeping equipment	
3	After reading Student Information, PREPARING FOR BEDTIME, have a circular response or a swing around to review important points.		
4	Invite a parent (or several parents) to talk to the students about getting a baby to sleep. You may want to have stu-dents(s) interview parents about the techniques they use to get infants to sleep. Compile a list of techniques during a sharing session as a large group.		

GETTING AN INFANT TO SLEEP

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Student Self-Check		
6	FHA/HERO Have the student(s): --Sponsor a baby clinic for a day. Prior to the clinic prepare a room for the babies to sleep. --Work as a volunteer in local health clinic or the health department.		
7	Provide a test for each student's check-out activity. Use questions provided on the Check-Out Activity Sheet or make up questions. Answers to the questions on the Check-Out Activity Sheet are provided in this manual. Use the Evaluator's Final Checklist to check each student's performance.	—Selected questions from the Check-Out Activity Sheet, GETTING AN INFANT TO SLEEP. —Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

- --Use the information learned in this module when babysitting. Have them report the results to you and/or classmates.
- --Volunteer to keep infants in the church nursery during the services.

Check-Out Activity Sheet

GETTING AN INFANT TO SLEEP

****

Directions to the Instructor:

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

Directions: Answer the following questions.

1. There are several safety factors to consider in choosing a baby bed. Name at least three important safety features and tell why they are important. Name two convenience features and tell how they are helpful.
2. Babies differ in their sleeping habits and not all like the same sleeping environment. Name at least three things you can do to help a baby go to sleep.
3. Name at least three safety precautions to remember relating to baby's sleep.
4. What sleeping position is usually the most comfortable for a newborn? Why?
5. What sleeping position is usually the most comfortable for an infant after the navel heals? Why?

Check-Out Activity Sheet
ANSWERS
GETTING AN INFANT TO SLEEP

1. There are several safety factors to consider in choosing a baby bed.
   a. Name at least three important safety features and tell why they are important.

      --The slats should be no more than 6 cm (2 3/8 inches) apart so the baby's head cannot be caught between them.
      --On cribs that will adjust, the locking device on the top rail should be secure against accidental opening which could cause a bad fall.
      --The drop-side panel should be at least 22.5 cm (9 inches) above the mattress when lowered so that the baby cannot roll out.
      --Be sure the lever for lowering the sides cannot be reached from the inside of the crib. If older baby can reach the lever, he/she could get an arm or leg caught or could fall out of the bed.
      --Check to see that the crib is painted with non-toxic, lead-free paint which could cause damage to the infant.
      --The mattress should be firm to support the baby's bones. It should be made of flame-retardant and hypoallergenic materials.
      --The crib should be equipped with bumper guards since even very young babies can squirm around and get themselves pushed against the sides of the bed.

   b. Name two convenience features and tell how they are helpful.

      --Check to see that the bed is a standard size so mattress and sheets won't have to be custom made.
      --Look for a crib that has sides that can be raised and lowered for ease in lifting and bending in caring for the infant.
      --Check to see if the crib has an adjustable mattress height for ease in lifting and bending in caring for the infant.
      --Look for a mattress that is reversible and has a moisture-proof covering, or use moisture-proof pads so the bed can be kept cleaner and fresher smelling.

2. Babies differ in their sleeping habits and not all like the same sleeping environment. Name at least three things you can do to help a baby go to sleep.

   --Darken the room.
   --Set the room temperature not less than 21° C (70°F).
   --Ventilate the room (but don't let the baby sleep in a draft).
   --Have the room reasonably quiet.
   --Have a regular bed time and nap time.
   --Have restful activities with the baby before putting to bed.
   --Burp the baby after a feeding.
   --Cover the baby according to the season and the room temperature.
   --Comfort the baby with soothing talk and gentle patting if he/she cannot go to sleep after several minutes.
   --Comfort the baby if he/she wakes up crying.

3. Name at least three safety precautions to remember relating to baby's sleep.

   --Do not use a plastic bag to protect the crib mattress.
   --Do not put a pillow or unnecessary toys, etc. in the crib.
   --Do not leave anything hanging over the sides or the ends of the baby's bed.
   --Check with your doctor concerning recommended sleeping positions.
   --Do not place baby in a draft.
   --Always raise and lock the sides of the baby's bed.
   --Check baby regularly to see that nothing interferes with his/her breathing.
   --Don't put baby in bed with another person.
   --Tuck the covers so that the baby does not become entangled or smothered in them.

4. What sleeping position is usually the most comfortable for a newborn? Why?

   While the navel is healing, it may be more comfortable for the baby to sleep on his/her back.

5. What sleeping position is usually the most comfortable for an infant after the navel heals? Why?

   The baby may probably be more comfortable sleeping on his/her stomach with head to one side. This position relieves gas pains, prevents choking if baby vomits, and the baby is less likely to kick off the covers.

Evaluator's Final Checklist

GETTING AN INFANT TO SLEEP

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

FEEDING THE INFANT

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Check-Out Activity Sheet

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ANSWERS 15

Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

TOPIC: Breast-feeding 2

Photoview Instructional Aids, "Breastfeeding Series," (22 slides).

OR

Eye Gate Media, "Breast Feeding," (one of two filmstrip set, Caring for the Infant, with cassette tapes).

FEEDING THE INFANT

Activity

TOPIC: Bottle-feeding 7

Eye Gate Media, "Bottle Feeding,"
(one of a two filmstrip set, Caring
for the Infant, with cassette tapes).

RECOMMENDED REFERENCES

TOPIC: Feeding schedules 1

Hurlock, *Child Growth and Development*,
1978 edition.

TOPIC: Breast-feeding 3

American Red Cross, *Family Health and Home Nursing*, 1979 edition.
Brisbane, *The Developing Child*, 1980 edition.
Hurlock, *Child Growth and Development*,
1978 edition.

TOPIC: Introducing solid foods 9

American Red Cross, *Family Health and Home Nursing*, 1979 edition.
Hurlock, *Child Growth and Development*,
1978 edition.

TOPIC: Weaning a baby from the breast or bottle 12

American Red Cross, *Family Health and Home Nursing*, 1979 edition.
Brisbane, *The Developing Child*, 1980 edition.
Hurlock, *Child Growth and Development*,
1978 edition.

FEEDING THE INFANT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		RECOMMENDED REFERENCE Hurlock, Child Growth and Development, pp. 40, 69.	
2	View the filmstrip or slide set before showing it to the students in class Aftering viewing the film-strip as a class, discuss the information presented. Allow the students to ask questions.	--Projection screen --Slide or filmstrip projector —Record or tape player —Carousel for slides --Filmstrip: "Breast Feeding," (one of a two filmstrip set with a cassette tape). OR --Slide set: "Breastfeeding Series," (22 slides).	
3	Answers to the questions on Student Information, BREAST-FEEDING, are provided in this manual. As a class or in small groups, discuss the answers to the questions. You may want to order, or have the students order, the pamphlets about breast feeding, bottle feeding, and/or feeding the infant solid foods. A listing is provided in this manual.	RECOMMENDED REFERENCES American Red Cross, Family Health and Home Nursing, pp. 122-123. AND/OR Brisbane, The Developing Child, pp. 148-149. AND/OR Hurlock, Child Growth and Development, pp. 76-77. ADDITIONAL REFERENCES La Lache League. The Womanly Art of Breast-Feeding. Order from La Leche League International, 9616 Minneapolis Avenue, Franklin Park, IL 60131	

FEEDING THE INFANT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4-5	After the students have read Student Information, PREPARING A FORMULA, demonstrate or have a resource person demonstrate how to prepare a formula and how to sterilize bottles and formula using the terminal and the aseptic sterilization methods. You may want the students to practice preparing and sterilizing a formula by one of the sterilization methods. Display various formulas that are available in the grocery.	Terminal sterilization equipment: --Nipple and bottle brush --Measuring pitcher --Punch-type can opener --Measuring spoons --Stirring spoon --Egg beater or mixer --Funnel --Bottles --Formula --Disc seals, collars, nipples and/or nipple covers --Bottle sterilizer or large kettle with lid --Clean dish towel or a wire sterilizer rack Aseptic sterilization equipment: --Nipple and bottle brush --Clean dish towels (2) or a wire sterilizer rack --Bottles --Disc seals, collars, nipples, and/or nipple covers --Bottle sterilizer or a large kettle with lid --Jar with perforated lid --Tongs --Saucepan --Measuring pitcher --Punch-type can opener --Measuring spoons --Egg beater or mixer --Stirring spoon --Funnel --Formula	
6-7	After reading Student Information, BOTTLE-FEEDING, have the students view the filmstrip about bottle-feeding.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip: "Bottle Feeding," (one of a two filmstrip set with cassette tapes.)	

FEEDING THE INFANT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6-7	As a large group, discuss the information presented in the filmstrip. Allow the students to ask questions.		
8	Demonstrate bottle feeding an infant or have a resource person demonstrate the process. If this is not a practical activity for the classroom, the students may do this activity as an extended learning.	—Infant --Bottle of sterilized formula --Bottle warmer or pan of warm water --Cloth for burping	
9	Answers to the questions on Student Information, INTRODUCTING SOLID FOODS, is provided in this manual.	RECOMMENDED REFERENCES American Red Cross, Family Health and Home Nursing, pp. 126-127. AND Hurlock, Child Growth and Development, pp. 70-72. ADDITIONAL REFERENCE Ames, Child Care and Development, pp. 79-80. J. B. Lippincott Company. 1979 edition.	
	Prepare a display of the different types of baby foods available.	—Cereal --Baby foods —Junior foods	
10	Demonstrate or have a resource person demonstrate feeding an infant solid food.	--Infant —Baby food —Bottle of formula --Baby spoon	

FEEDING THE INFANT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
10	You may want to let the student practice feeding an infant solid foods. Demonstrate how to prepare baby food using the table foods that the other family members eat.	—Baby dish --Bib —Foods —Blender or mixer	
11	After the students have read Student Information, COMMON FEEDING CONCERNS, discuss the common feeding concerns in a large group.		
12	As a large group, discuss the process of weaning an infant from the breast or bottle.	RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, pp. 127-128. OR Brisbane, The Developing Child, pp. 154-156. OR Hurlock, Child Growth and Development, pp. 69-70.	
13	Student Self-Check		
14	FHA/HERO Have the student(s): --Prepare a pamphlet for mothers of infants about preparing baby food at home.		

FEEDING THE INFANT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
14	--Contribute to the Christian Children's Fund for World Hunger (or other such agency) by collecting money at a road block. Write for more details: Christain Children's Fund P.O. Box 26511 Richmond, VA 23283 --Have a respresentative from the La Leche League International to come to a sectional meeting to explain the purpose of the organization.		
15	Objective (1): Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. The test may be given orally especially for slow readers. Answers to the questions on the Check-Out Activity Sheet are provided in this manual. Objective 2: Have the student(s) check-out on preparing a formula and using one of the methods of sterilization. If this is not feasible, have the students tell how each process is performed.	Objective (1): --Selected questions from the Check-Out Activity Sheet, BREAST-FEEDING. Objective 2: --The equipment listed in LA #5.	

FEEDING THE INFANT

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
15	Objective 3: Have the student(s) check-out on bottle feeding an infant. (This may be done outside the classroom.)	Objective 3: --Infant --Bottle of prescribed formula --Cloth for burping --Bottle warmer or pan of warm water	
	Objective 4: Select questions from the Check-Out Activity Sheet for each student's check-out activity or for the entire class. This test may be given orally especially for slow readers. Answers to the questions on the Check-Out Activity Sheet are provided in this manual.	Objective 4: --Selected questions from the Check-Out Activity Sheet, FEEDING THE INFANT.	
	Use the Evaluator's Final Checklist to check each student's performance.	--Master Copy of Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Visit a grocery to compare the cost, ingredients, and directions for preparing the different formulas that are available.

--Read other references and order materials about feeding infants. Have them share their readings with classmates and family members.

--Make baby food for a baby relative. Remind the student that the food should be used as soon as it is prepared.

--Explore the career of a maternity nurse, day care workers, or baby food specialist.

Student Information

BREAST-FEEDING

1. List two reasons that mother's milk is considered the most healthful food for a newborn baby.
   --It is less likely to disagree with the baby.
   --It provides immunity to many illnesses.

2. What is colostrum?
   Colostrum is the yellowish fluid that comes from the breast before delivery and continues for awhile after the baby is born.

3. List six advantages of breast-feeding for both the mother and the baby.
   --Sucking stimulates the breasts and helps the uterus to return to its normal size.
   --Breast-feeding saves time, energy, and money.
   --Breast-feeding makes the mother feel good psychologically.
   --Babies tend to have fewer digestive upsets, constipation, allergies, and rashes.
   --Mother's milk can be very nutritious if the mother eats the right foods.
   --With breast-feeding sanitary milk is assured.

4. List five disadvantages of breast-feeding.
   --The mother is more confined.
   --The mother may feel tired, uncomfortable, and nervous due to breast-feeding.
   --The mother may gain weight.
   --The mother may not produce enough milk.
   --The baby gets used to just one person feeding him/her.

5. What organization could a mother contact to talk to breast-feeding mothers?
   --La Leche (LA chay) League International

6. List four points to remember when caring for the breasts and nipples.
   --Wash the nipples with clear, warm water only.
   --Be sure the baby takes the entire nipple into his/her mouth to prevent soreness of the nipple.
   --When nursing for the first time, limit the amount of sucking time to prevent soreness.
   --Do not pull the nipple from the baby's mouth at end of feeding. Instead, insert your finger into the corner of his/her mouth until the suction is broken or press down on the breast near the baby's mouth to break suction.
   --Place a piece of gauze or a cloth pad in the nursing bra to absorb leaking milk and protect the clothing.
   --Expose the nipples to air occasionally to avoid cracking or soreness.
   --Wear a good, supporting nursing bra.

FEEDING THE INFANT

A Listing of Resource Materials to Order

Breast Feeding

Order the following materials from the:
La Leche League International
9616 Minneapolis Avenue
Franklin Park, Illinois 60131

	Cost
--The Womanly Art of Breastfeeding.	$3.50 soft cover
--Nursing Your Baby by Karen Pryor.	1.95
--"Breastfeeding and Working."	.50
--"Shall I Breastfeed by Baby?"	.10
--"Nipple Care"	.10
--"Inverted Nipples"	.10
--"When You Breastfeed Your Baby"	.10
--"Breastfeeding Your Baby"	.25
--"Breastfeeding"	.15
--"Breastfeeding After a Cesarean Birth"	.20
--"Sore Breast - What, Why, and What to Do"	.15
--"Breastfeeding and the Premature Baby"	.15
--"Diabetes and the Nursing Mother"	.10
--"Breastfeeding and the Oral Contraceptive Pill"	.15
--"Breastfeeding: Second Thoughts"	.25
--"Breastfeeding: Helping the Mother Get Started"	.25
--"How the Maternity Nurse Can Help the Breastfeeding Mother"	.50
--"How We Solve Breastfeeding Problems"	.20
--"Nursing Fashions Packet"	.50
--"Breastfeeding Teaching Aid Packet"	4.00

	Cost
Order the following pamphlet from: Johnson and Johnson Baby Products Company New Brunswick, New Jersey 08903	
--"Baby's Eating and Sleeping Habits"	free
Order the following pamphlet from: Beech-Nut Foods Corporation Ft. Washington, Pennsylvania 19034	
--"Baby's First Year"	free
Order from the Gerber Products Company: --"Food for Baby and Mealtime Psychology"	free
Order from the National Dairy Council: --"Feeding Your Baby During His First Year"	.30

Student Information

INTRODUCING SOLID FOODS

1. What is the schedule for introducing solid foods?
   - --Cereal (enriched with iron)
   - --Orange juice or any juice containing vitamin C
   - --Fruits
   - --Vegetables
   - --Egg yolks and meats

2. List two ways to help an infant adjust to solid foods.
   - --Introduce only one new food at a time.
   - --Strain or sieve the food so it doesn't have to be chewed.
   - --Mix the food with milk or formula.

3. What vitamins are needed to supplement the baby's diet? How are the vitamins given?
   Vitamins A, C, D are combined. The vitamin preparation is given with a medicine dropper, usually when juice is given.

4. What foods cause allergies in some infants?
   - --Orange juice
   - --Egg white
   - --Green beans
   - --Green, leafy vegetables
   - --Wheat cereals

Check-Out Activity Sheet

BREAST FEEDING

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following questions.

1. List three advantages of breast-feeding for both the mother and the baby.
2. List three disadvantages of breast-feeding.
3. (True/False) The more the baby nurses, the more milk the mother's breasts will produce.
4. List two points to remember when caring for the breasts and nipples.

Check-Out Activity Sheet

ANSWERS

BREAST FEEDING

1. List three advantages of breast-feeding for both the mother and the baby.
   - --Sucking stimulates the breasts and helps the uterus to return to its normal size.
   - --Breast-feeding saves time, energy, and money.
   - --Breast-feeding makes the mother feel good psychologically.
   - --Babies tend to have fewer digestive upsets, constipation, allergies, and rashes.
   - --Mother's milk can be very nutritious if the mother eats the right foods.
   - --With breast-feeding sanitary milk is assured.

2. List three disadvantages of breast-feeding.
   - --The mother is more confined.
   - --The mother may feel tired, uncomfortable, and nervous due to breast-feeding.
   - --The mother may gain weight.
   - --The baby gets used to just one person feeding him/her.

3. ([✓ True]/False) The more the baby nurses, the more milk the mother's breasts will produce.

4. List two points to remember when caring for the breasts and nipples.
   - --Wash the nipples with clear, warm water only.
   - --Be sure the baby takes the entire nipple into his/her mouth to prevent soreness of the nipple.
   - --When nursing for the first time, limit the amount of sucking time to prevent soreness.
   - --Do not pull the nipple from the baby's mouth at end of feeding.
   - --Place a piece of gauze or a cloth pad in the nursing bra to absorb leaking milk and protect the clothing.
   - --Expose the nipples to air occasionally to avoid cracking or soreness.
   - --Wear a good, supporting nursing bra.

Check-Out Activity Sheet

FEEDING THE INFANT

* *

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

Directions: Answer the following questions.

1. To prevent unnecessary infection, the infant's formula and equipment must be ____________________.
2. Describe the two methods for sterilizing formula.
3. Give three conditions or actions that makes feeding time more pleasant.
4. Why should an infant be burped?
5. List two ways to help an infant adjust to solid foods.
6. What vitamins are needed to supplement the baby's diet? How are the vitamins given to the infant?
7. List three symptoms of colic.
8. Give one way to relieve a constipated infant.
9. When should weaning from the breast or bottle begin?
10. What is thrush?

Check-Out Activity Sheet

ANSWERS
FEEDING THE INFANT

1. To prevent unnecessary infection, the infant's formula and equipment must be sterilized.

2. Describe the two methods for sterilizing formula.
   --The aseptic method of sterilization is when the formula and the equipment are sterilized separately before being assembled.
   --The terminal method of sterilization is when the formula and the equipment are sterilized together at the same time.

3. Give three conditions or actions that make feeding time more pleasant.
   --The parent or caregiver needs to be relaxed and comfortable.
   --The infant should be warm and dry.
   --The infant should be held close and in the same position as for breast-feeding.
   --Holding, cuddling, and talking during the feeding gives the infant a sense of love and security.

4. Why should an infant be burped?
   To release swallowed air that could cause stomach discomfort.

5. List two ways to help an infant adjust to solid foods.
   --Introduce only one new food at a time.
   --Strain or sieve the food so it doesn't have to be chewed.
   --Mix the food with milk or formula.

6. What vitamins are needed to supplement the baby's diet? How are the vitamins given to the infant?
   Vitamins A, C, D are combined and given with a medicine dropper.

7. List three symptoms of colic?
   --Sharp abdominal pains
   --Two to three hours of crying
   --Baby reddens
   --Baby draws knees up to chest
   --Baby kicks

8. Give one way to relieve a constipated infant.
   --Add one tablespoon of corn syrup to each 237 ml (8 oz) of formula or water.
   --Give the infant cool sterile water between feedings.

9. When should weaning from the breast or bottle begin?
   At five to six months of age.

10. What is thrush?
    Thrush is milky white patches inside the baby's mouth and is caused by a fungus.

Evaluator's Final Checklist

FEEDING THE INFANT

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) The student completed the Check-Out Activity Sheet, BREAST FEEDING, with 80% accuracy	( )	( )	( )
(2) When preparing a formula, the student:			
a. Gathered all of the equipment and washed them in hot soapy water	( )	( )	( )
b. Followed the procedure as given in the module for sterilizing equipment and/or formula	( )	( )	( )
c. Stored sterilized bottles of formula in the refrigerator	( )	( )	( )
(3) When bottle-feeding an infant, the student:			
a. Washed hands	( )	( )	( )
b. Warmed the bottle of sterilized formula and tested the temperature	( )	( )	( )
c. Tested nipple holes but did not touch nipples	( )	( )	( )
d. Held baby close, cuddled, and talked to baby during the feeding	( )	( )	( )
e. Held bottle tilted at 45° angle to mouth with neck of bottle and nipple filled with formula	( )	( )	( )
f. Burped baby periodically through feeding and at the end of feeding	( )	( )	( )
g. Placed the baby in stomach position after feeding	( )	( )	( )
h. Rinsed bottle in cool, clear water just after feeding	( )	( )	( )
(4) The student completed the Check-Out Activity Sheet, FEEDING THE INFANT, with 80% accuracy	( )	( )	( )

CHILDREN'S ROUTINES

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BRUSHING TEETH. 3
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Student Self-Check

CHILDREN'S ROUTINES 7
ANSWERS 7

Evaluator's Final Checklist

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CHILDREN'S ROUTINES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
1	After reading Student Information, CHILDREN'S ROUTINES - PERSONAL CARE, divide the class into partners or small groups to make a list of safety precautions for each routine activity. Have the students share their lists with the class. If additional information is desired, have the students read more about the young child's clothing and self-dressing in the recommended reference. If a filmstrip or other audio-visual is available on personal care routines for young children, show it to small or large groups of students. After viewing it, discuss the information provided.	ADDITIONAL REFERENCE Hurlock: Child Growth and Development, 1978, pp. 240-248.	
2-5	After reading the Student Informations, you may want the students to practice the following tasks, if there are children available. This could be done by using fellow classmates as children. --Assisting a child with washing hands. --Assist a child with brushing teeth. --Assist a child with bathing. --Assist a child with dressing.	(LA #2) --Children --Sink or basin --Stool or box --Towels --Soap --Water (LA #3) --Children --Toothbrushes --Toothpaste --Cups --Sink or basin --Water (LA #4) --Children --Tub --Water --Soap --Washcloths --Towels	

CHILDREN'S ROUTINES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
2-5		--Clean clothes --Toys (LA #5) --Children --Clothing	
6	After reading the Student Information, discuss the following topics in large or small groups: --Common bedtime and sleep problems --Ways to cope with bedtime problems Have the students to role-play bedtime routines. Critique their techniques and make suggestions for improving.	ADDITIONAL REFERENCE Ames: Lippincott Publishing Co., Child Care and Development, 1979, pp.228-229.	
7	Student Self-Check		
8	FHA/HERO Have the student(s): --Invite a pediatrician to talk to the members of the FHA/HERO section about children's sleep needs and bedtime routines. --Work in a playschool, day care center, or kindergarten and help the children with routines.		
9	Provide actual or case situations for each student's check-out activity. Check-out may be done at home or while babysitting. Check-Out Activities may be done in class by using a fellow classmate as a child.	Objective (1) --Child --Soap --Towel --Wash basin --Stool or box Objective (2) --Child --Toothbrush --Toothpaste --Water --Cup	

CHILDREN'S ROUTINES

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
9		--Stool or box Objective (3) --Child --Tub with water --Soap --Toys --Washcloth --Towel Objective (4) --Child --Child's clothing Objective (5) --Child --Bed and linens	
	Use the Evaluator's Final Checklist for checking each student's performance.	Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Use the knowledge learned in this module when babysitting.

--Explore the career of a professional nanny or any early childhood education teacher.

Evaluator's Final Checklist

CHILDREN'S ROUTINES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
1. When assisting a child with washing hands, the student:			
a. Provided the necessities for washing hands	( )	( )	( )
b. Showed the child how to wet, lather, rinse, and dry the hands	( )	( )	( )
c. Allowed the child to wash hands unaided, instructing as necessary	( )	( )	( )
d. Praised the child and offered corrections, if necessary . . .	( )	( )	( )
e. Showed the child how to clean up after washing hands . . .	( )	( )	( )
2. When assisting the child with brushing the teeth, the student:			
a. Provided the necessities for brushing the teeth	( )	( )	( )
b. Assisted the child with toothbrush, toothpaste, and water	( )	( )	( )
c. Showed the proper method of brushing the teeth	( )	( )	( )
d. Allowed the child to brush teeth, then finished the brushing to assure cleanliness.	( )	( )	( )
e. Showed the child how to rinse the mouth	( )	( )	( )
f. Showed the child how and where to store the toothbrush and the toothpaste	( )	( )	( )

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
3. When assisting the child with bathing, the student:			
a. Encouraged the child to [illegible] prepare for the bath	( )	( )	( )
b. Prepared the tub and water for the bath	( )	( )	( )
c. Supervised the undressing	( )	( )	( )
d. Helped the child into the tub	( )	( )	( )
e. Allowed the child to wash and rinse his/her body, assisting only when necessary	( )	( )	( )
f. Helped the child out of the tub	( )	( )	( )
g. Allowed the child to dry his/her body assisting only when necessary	( )	( )	( )
h. Helped the child with dressing, if necessary	( )	( )	( )
4. When assisting a child with dressing, the student	( )	( )	( )
a. Supervised or helped the child to select and assemble appropriate clothing	( )	( )	( )
b. Allowed the child to help self to dress, assisting only when necessary	( )	( )	( )
c. Praised the child.	( )	( )	( )
5. When assisting a child with bedtime routines, the student:			
a. Prepared the bed and room for sleeping	( )	( )	( )
b. Supervised or helped the child to bed	( )	( )	( )
c. Used positive guidance techniques	( )	( )	( )

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR PRESCHOOL CHILDREN

CONTENTS OF MODULE

Student Information — Activity

DIFFERENT TOYS FOR DIFFERENT AGES OF THE PRESCHOOL YEARS 3
FEATURES TO LOOK FOR WHEN CHOOSING PLAYTHINGS. 5
HOMEMADE TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS. . . 6
PROVIDING PLAY AREAS 8

Student Self-Checks

PLAY FOR PRESCHOOLERS. 4
CHOOSING PLAYTHINGS AND PLAY AREAS FOR PRESCHOOL CHILDREN. 9
ANSWERS. 4,9

Evaluator's Final Checklist

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR PRESCHOOL CHILDREN. 11

Check-Out Activity Sheet

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR PRESCHOOL CHILDREN. . . . . Instructor's Manual
ANSWERS. . . . . Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: The importance of play 2
Parent's Magazine, Play and Self-Expression Filmstrip 1 - "The Importance of Play," (one of a five filmstrip set with records or cassette tapes).

RECOMMENDED REFERENCES

Topic: The values of play 1

Hurlock: Child Growth and Development, 1978 edition.

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR PRESCHOOL CHILDREN

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
BB	Make a bulletin board illustrating the value and the importance of play.	-Bulletin board supplies	
1		RECOMMENDED REFERENCE Hurlock: Child Growth and Development, pp. 266-267.	
2	View the filmstrip before using it in the classroom. After the students have viewed the filmstrip, have them make comments or ask questions pertaining to the information in the filmstrip. Discuss the importance of play in a child's life.	--Filmstrip projector --Record or cassette tape player --Projector screen --Filmstrip with record or cassette tape: Play and Self-Expression: Filmstrip 1 - "The Importance of Play", (one of a five filmstrip set with records or cassette tapes).	
3	You may have some students read more about toys for different ages in references or toy catalogs.		
4	Student Self- Check		
5-6	As a class, discuss the Student Informations, FEATURES TO LOOK FOR WHEN CHOOSING PLAYTHINGS and HOMEMADE TOYS, PLAY EQUIPMENT, and PLAY MATERIALS. Allow the students to tell about personal experiences when selecting or making toys, or tell other factors to look for when selecting and making toys.		
7	Plan, organize, and guide students in a short workshop about toys, play equipment, and play materials for preschoolers.		

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR PRESCHOOL CHILDREN

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
7	The following activities are suggestions that you may want to include in the workshop:		
	--Have the students select two or more toys and/or pieces of play equipment from a display that you or students have prepared. Have them evaluate each toy according to the TOY AND PLAY EQUIPMENT CHECKLIST. Assign partners for checking the evaluations. Have them discuss the reasons for their evaluations. If your department does not have toys and play equipment, have the students bring some in, or borrow some toys from a local toy or department store.	--Display of toys and play equipment Master Copy of the TOY AND EQUIPMENT CHECKLIST is provided in this manual. Each student will need two or more copies depending on the number of toys that each evaluates.	
	--Present an illustrated talk about homemade toys, play equipment, and play materials for children.	--Master copies of transparency masters provided in this manual. --Overhead projector --Projection screen	
	--Use the reference listing of books that provide ideas for homemade playthings. Have the students collect ideas and directions for making toys, play equipment, and/or play materials from the references.	--A reference listing, IDEAS FOR MAKING HOMEMADE TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS, is provided in this manual. --RECIPES FOR PLAY MATERIALS are provided in this manual.	
	--Have the students make one toy, piece of play equipment, or play material. Have each student explain how it was made and the value of the toy for a child's growth and development.		

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR PRESCHOOL CHILDREN

LA#	SUGGESTIONS	REFERENCES/TOOLS/EQUIPMENT	TEACHER'S NOTES
8	Research other ideas for play areas and toy and play equipment storage to share with the students.		
9	Student Self-Check		
10	FHA/HERO Have the student(s): --Make toys and/or play equipment for a church nursery, kindergarten, or day care center. --Make puppets and stuffed dolls or animals to sell for a money-making project. --Make a brochure on toys for different ages. Distribute to the community, i.e., local day care center, health department, doctor's office.	Supplies for making toys and/or play equipment	
11	Provide a test for each student's check-out activity. Use selected questions from the Check-Out Activity Sheet provided on the pages following the instructor's guide sheets for this module, or make up questions. Answers to the questions on the Check-Out Activity Sheet are provided. Use the Evaluator's Final Checklist to record each student's performance.	Selected questions from the Check-Out Activity Sheet, CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS. A Master Copy of the Evaluator's Final Checklist is provided.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Make a texture book for a child using velvet, silk, satin, terry cloth, rubber, etc.

--Make a "practice book" for a child. To make the book use muslin and include a zipper, buttons and buttonholes, shoelaces and holes, ribbons, snaps, etc.

--Explore the career of a toy consultant.

Master Copy for Learning Activity 7 Module HD-48

Student's name ______________________________

Toy and/or play equipment ____________________

TOY AND PLAY EQUIPMENT CHECKLIST

FEATURES TO LOOK FOR WHEN CHOOSING TOYS AND PLAY EQUIPMENT	YES	NO	NOT APPLICABLE
1. Does the item have small, removable parts?			
2. Does the item have smooth, rounded edges?			
3. Is the item nonflammable?			
4. Is the item free of toxic paint?			
5. Is the item easily cleaned?			
6. If electrical, does the item have a "UL" seal?			
7. Will the item be easy to store?			
8. Is the item appropriate for the age the manufacturer recommends it for?			
9. Does the item promote growth and development?			
10. Is the item free of details?			
11. Is the item pleasing to the touch?			
12. Is the item attractive and pleasing in color?			
13. Does the item encourage the child to do things independently?			
14. Is the item easily manipulated?			
15. Does the item encourage cooperative play?			
16. Is the item versatile, having more than one use?			
17. Is the item durable and well-constructed?			
18. Does the item work as it was intended?			

Transparency Masters for Learning Activity 7

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR CHILDREN

Transparency 1: Homemade Dolls and Animals

Transparency 2: Puppets

Transparency 3: Texture Book

Transparency 4: Drop Containers

Transparency 5: Stacking or Nesting Toys (canisters)

Transparency 6: Stacking or Nesting Toys (boxes)

Transparency 7: Pull Toys

Transparency 8: One Piece Puzzles

Transparency 9: Mobile (using a coathanger)

Transparency 10: Mobile (using sticks)

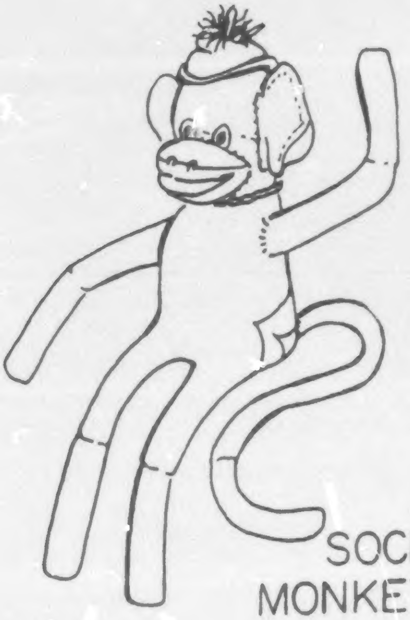
Transparency 11: Suggested Shapes for Mobiles
(star, hexagon, square, and rectangle)

Transparency 12: Suggested Shapes for Mobiles
(triangle, parallelogram, large circle, small circle)

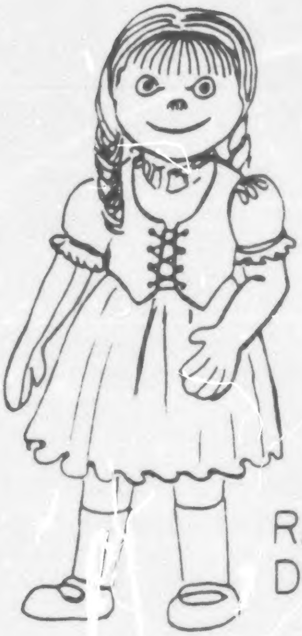
Transparency 13: (No heading)
Water table made from a tire, clothespin and can, and spools on a string.

Transparency 14: Toy Storage Box

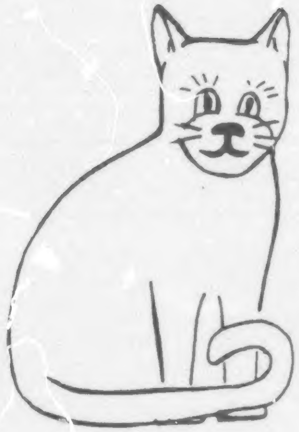
HOMEMADE DOLLS & ANIMALS



SOCK
MONKEY

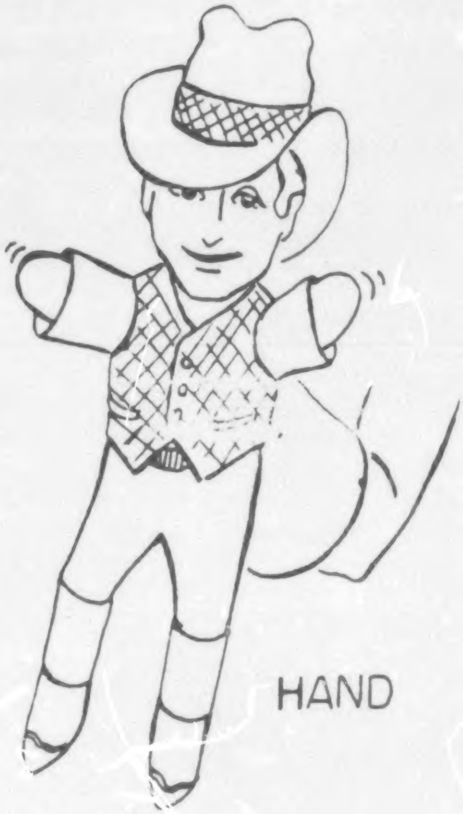


RAG
DOLL

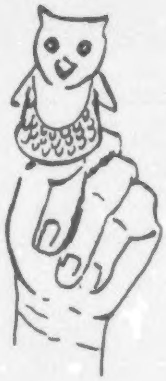


STUFFED
ANIMAL

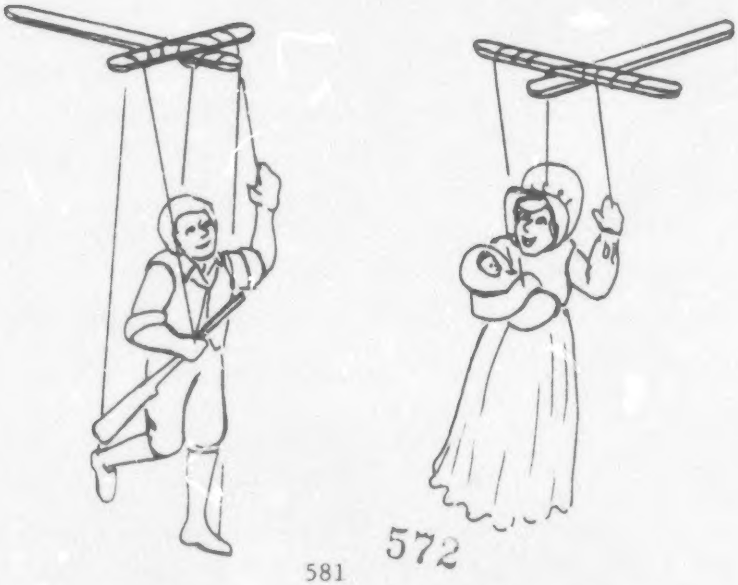
PUPPETS



HAND

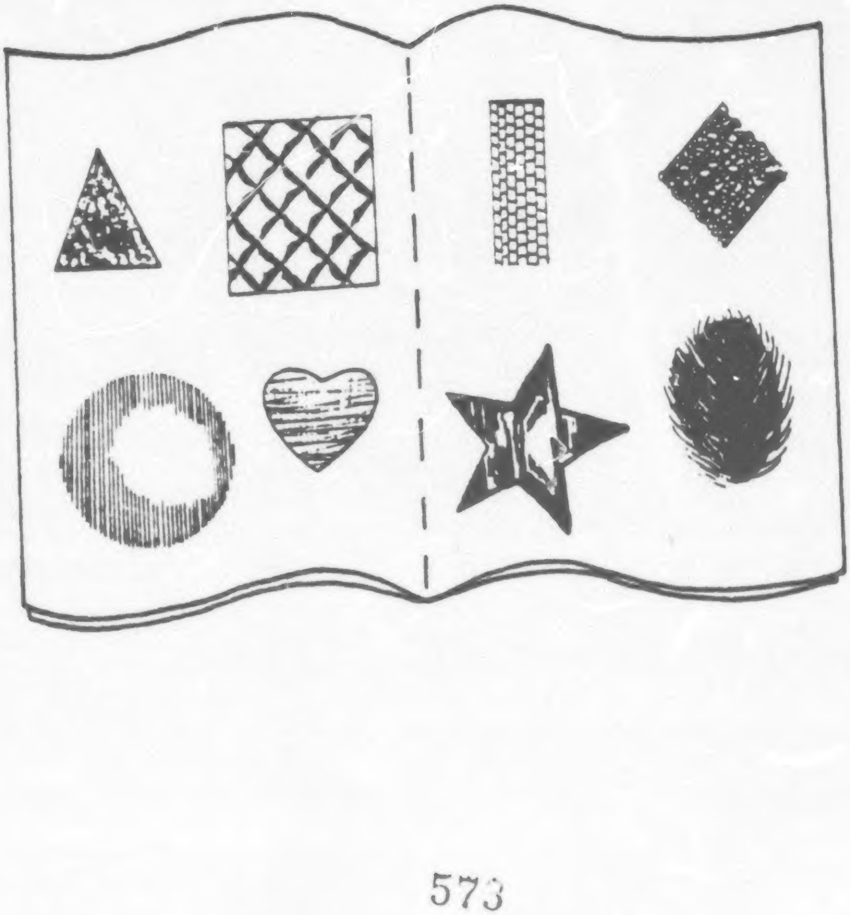


FINGER

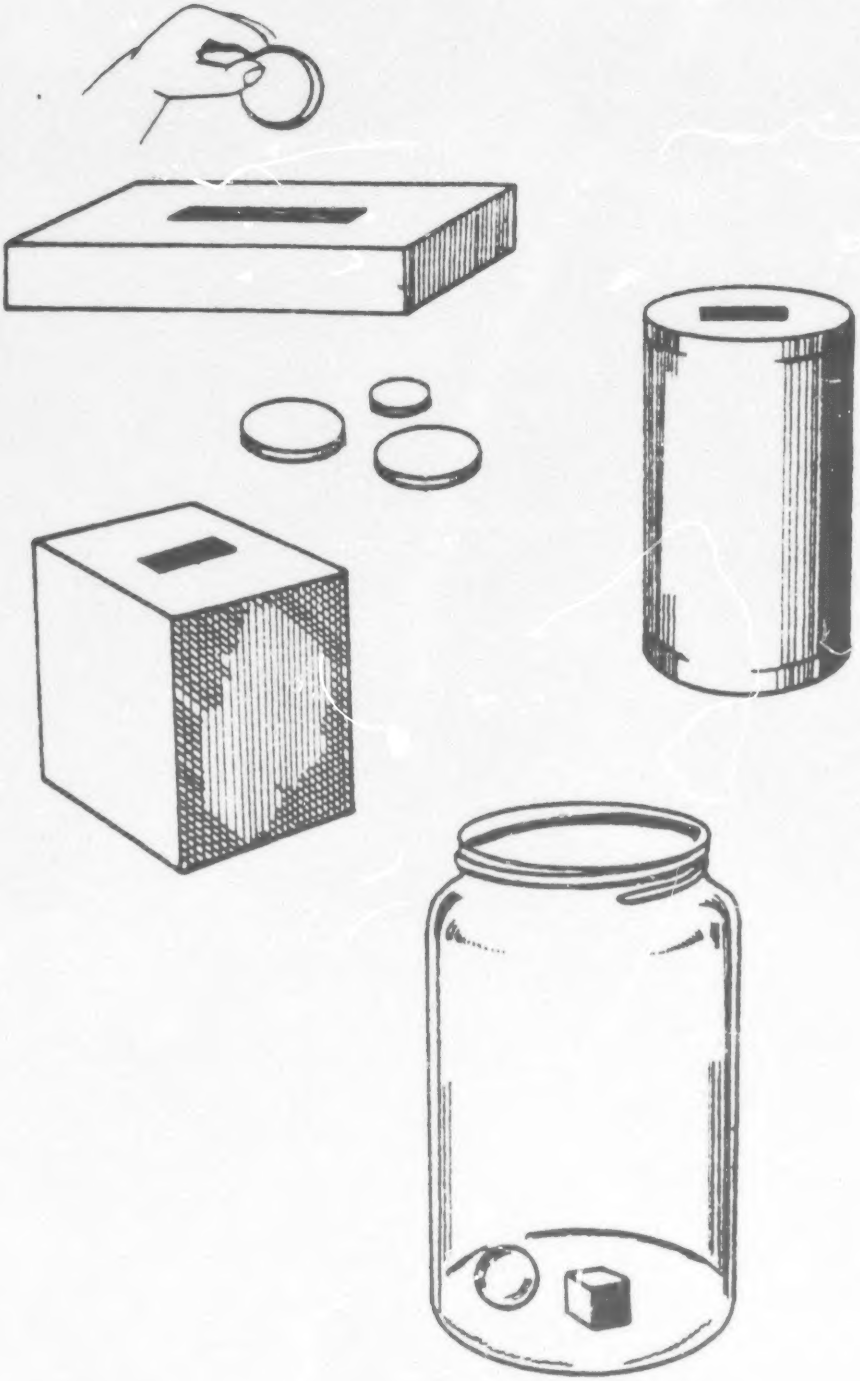


MARIONETTES

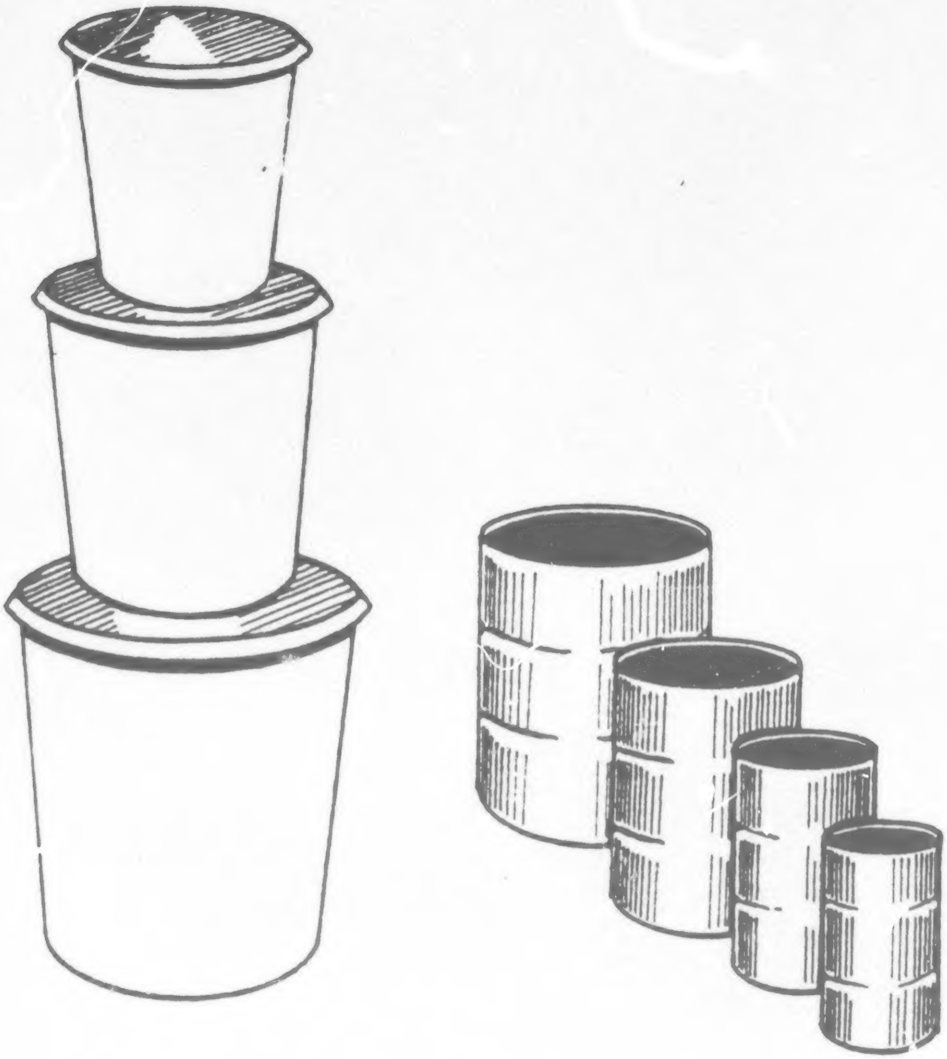
TEXTURE BOOK



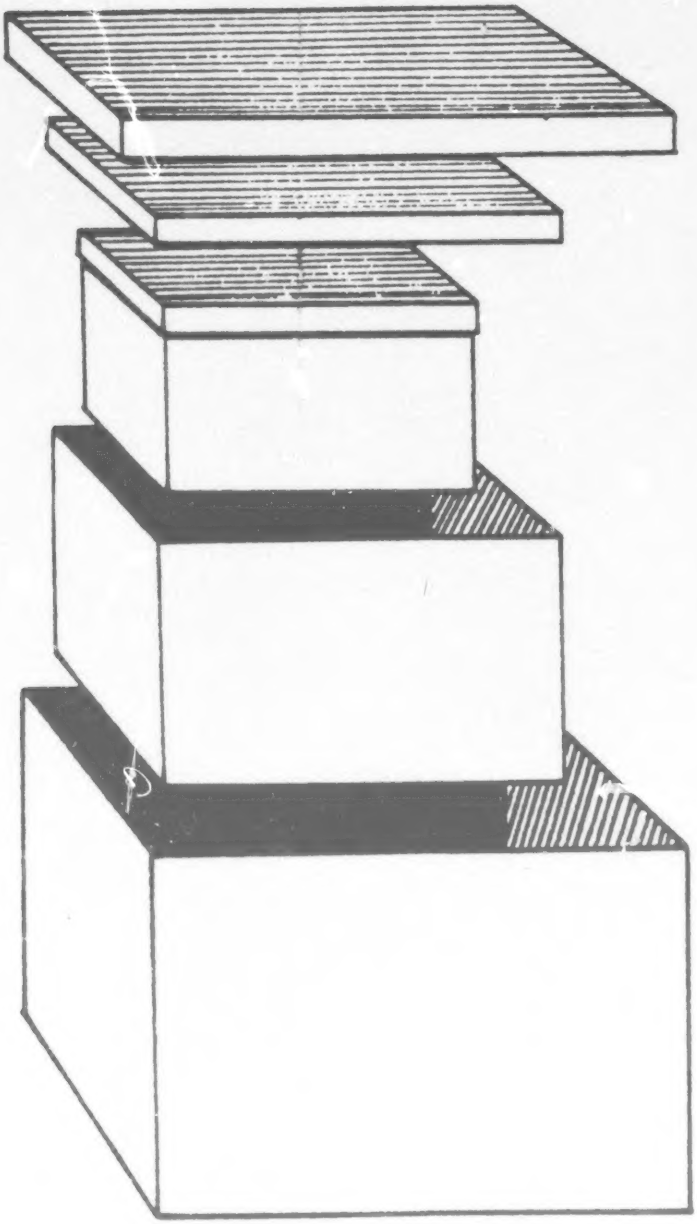
DROP CONTAINERS



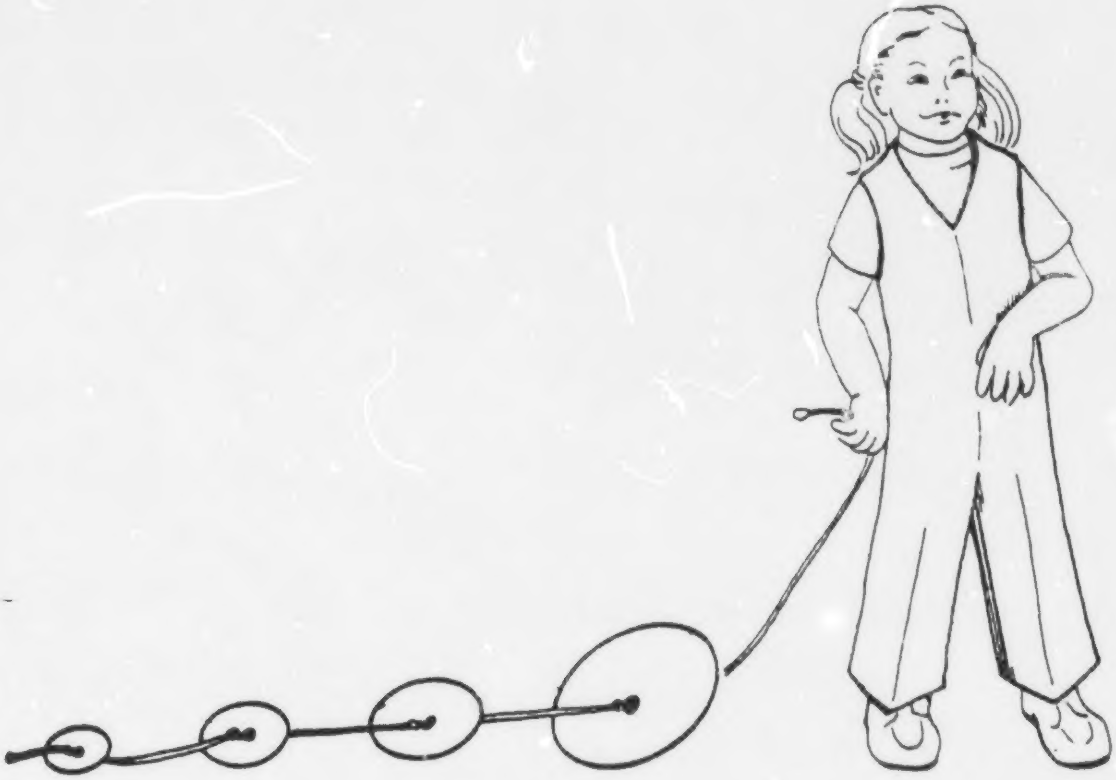
STACKING OR NESTING TOYS

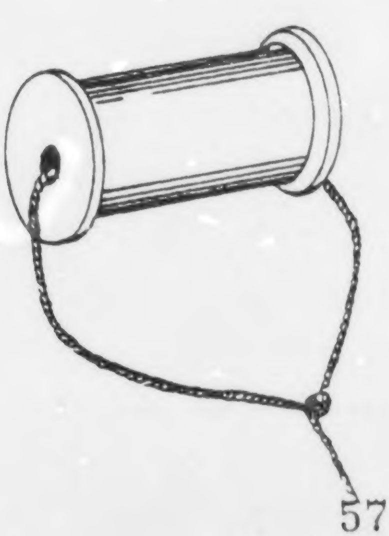


STACKING OR NESTING TOYS

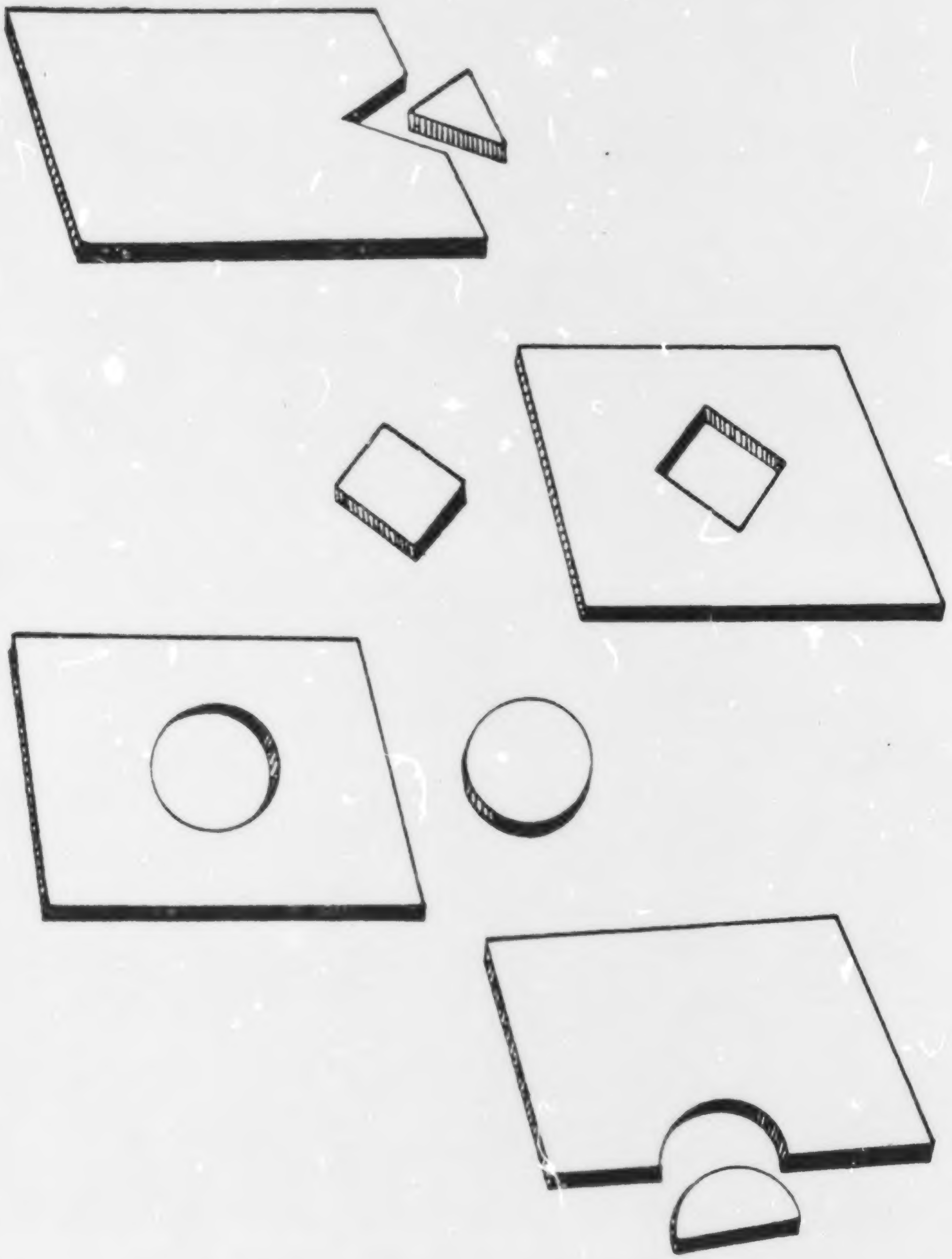


PULL TOYS

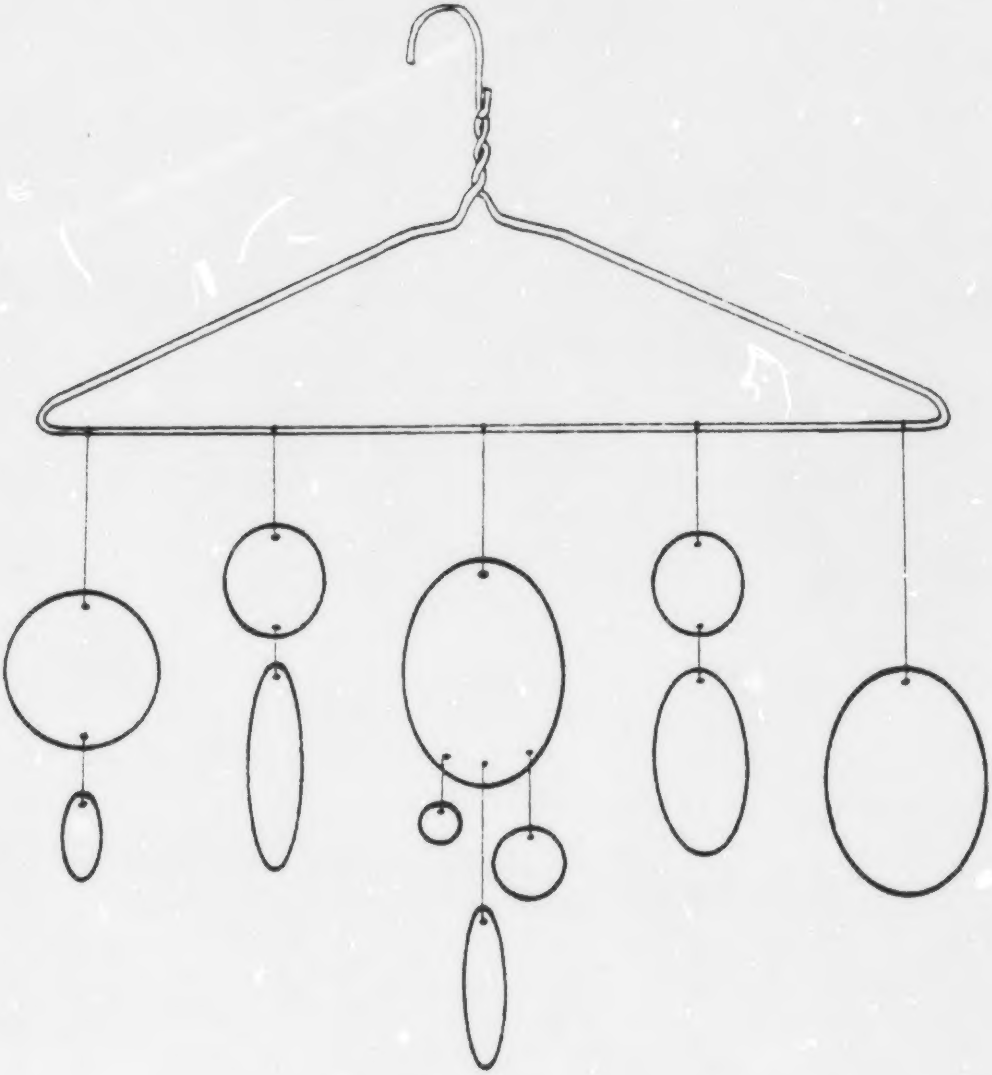




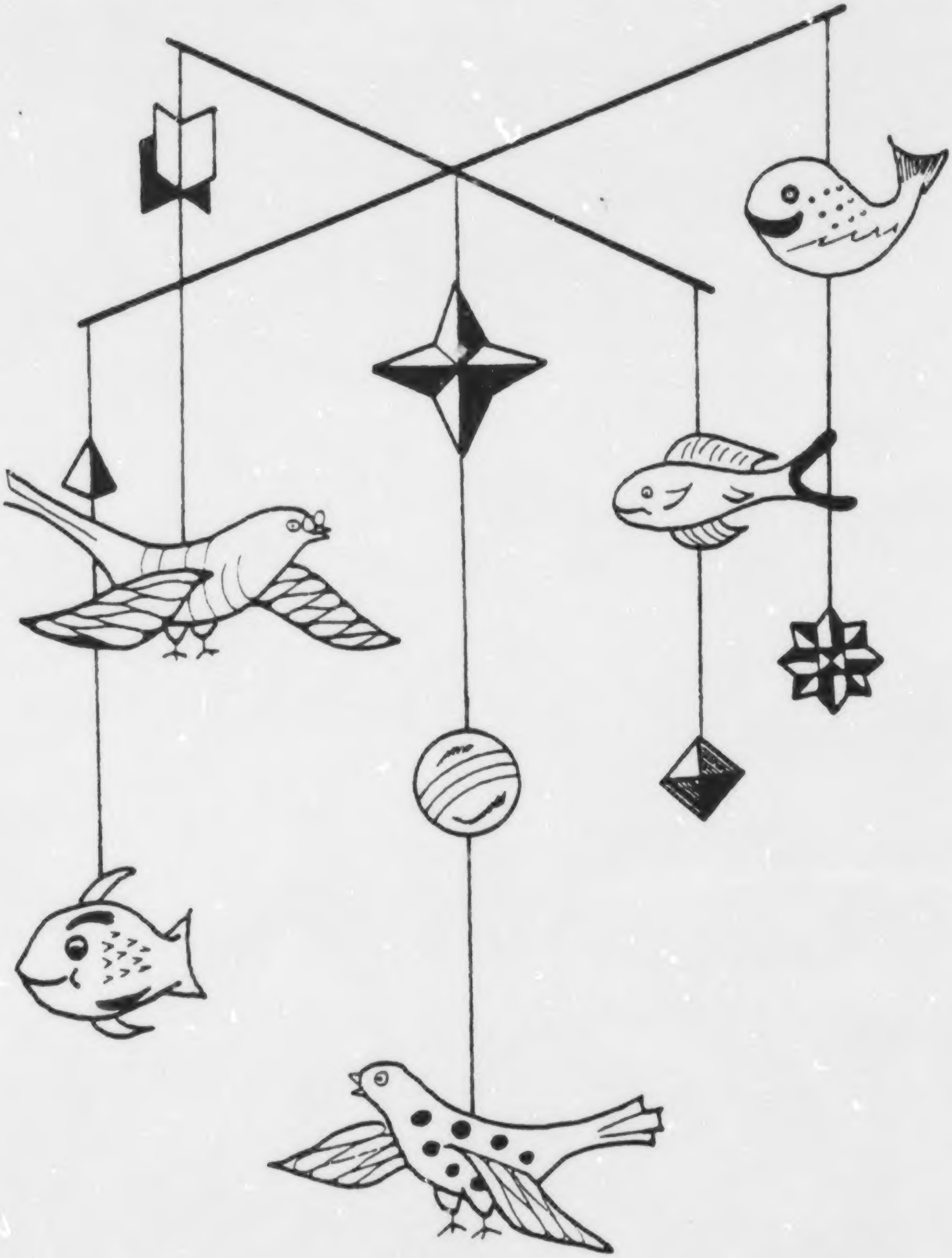
ONE PIECE PUZZLES



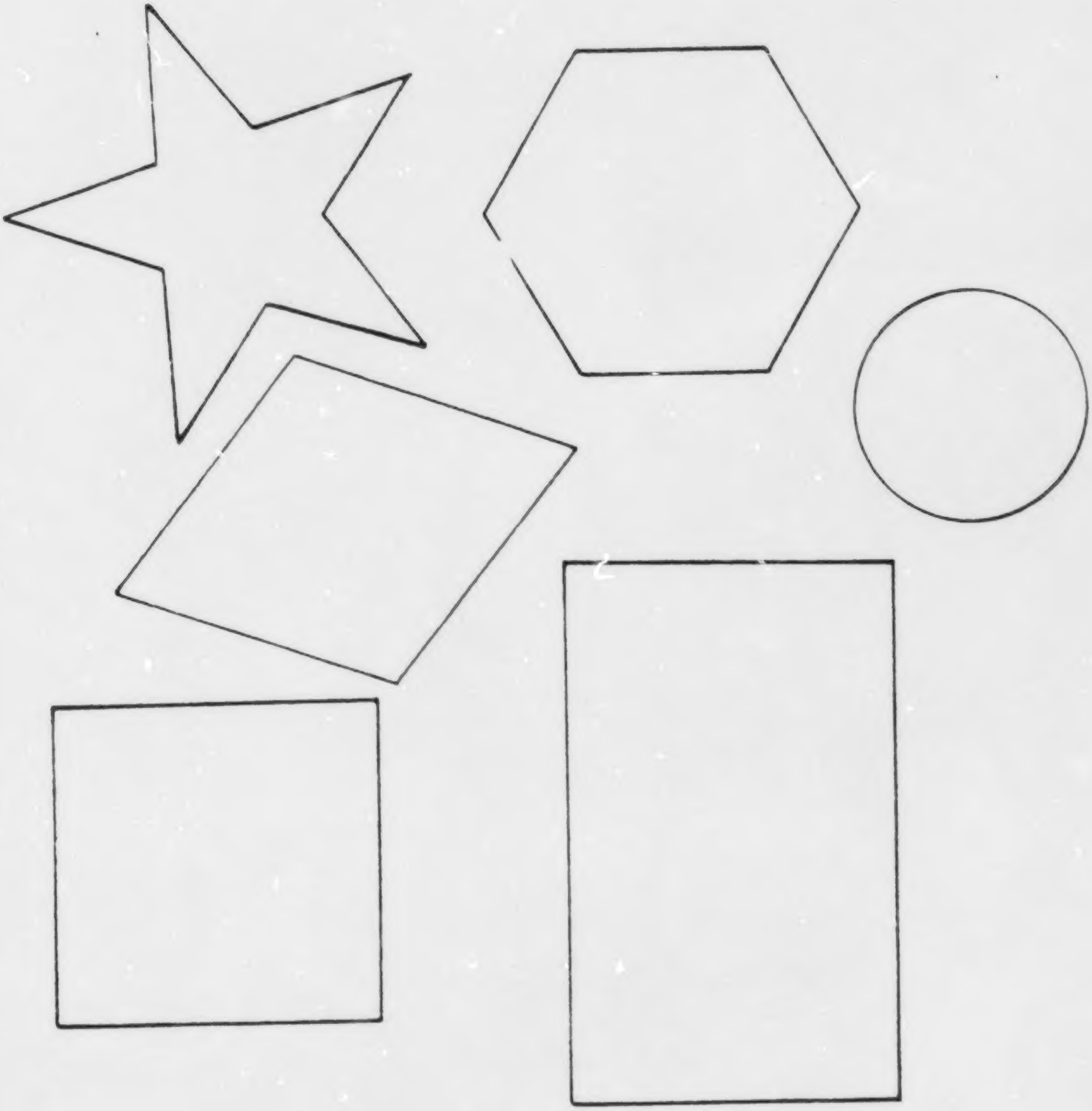
MOBILE



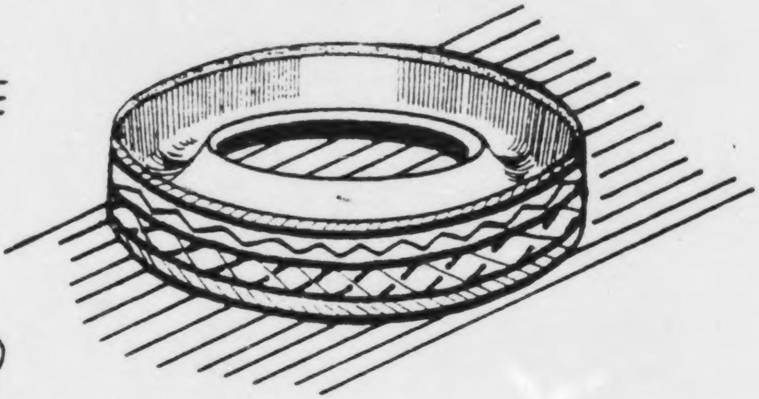
MOBILE

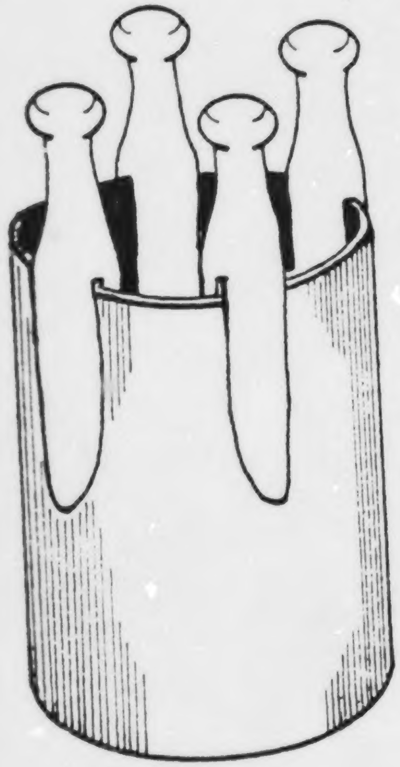


SUGGESTED SHAPES FOR MOBILES



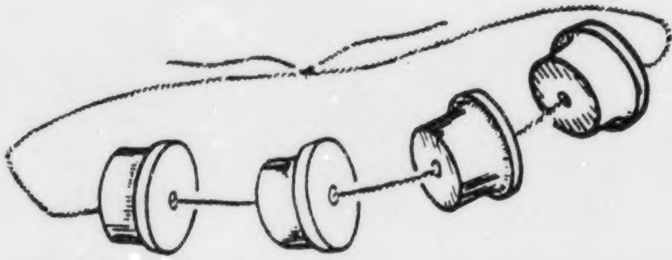
WATER TABLE



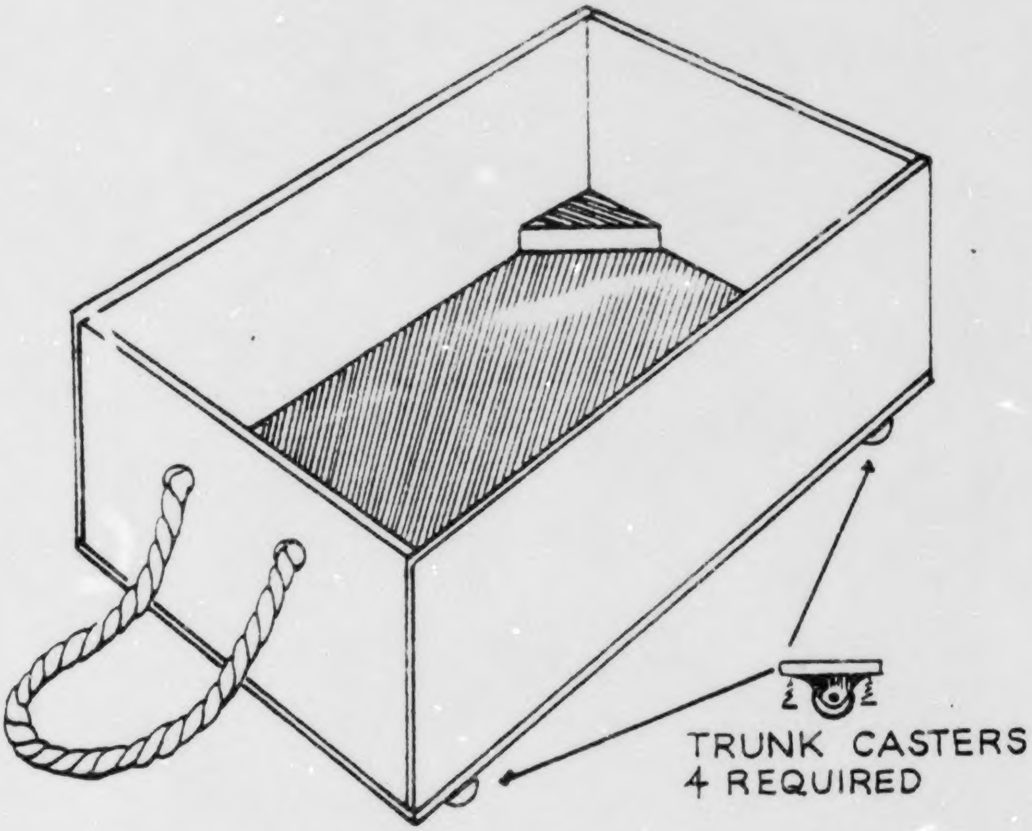


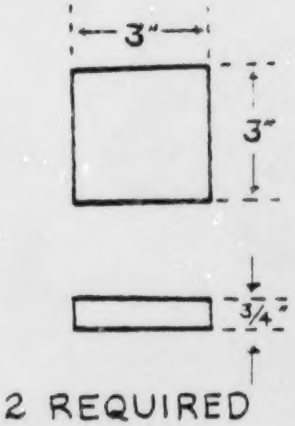
CLOTHESPIN AND CAN

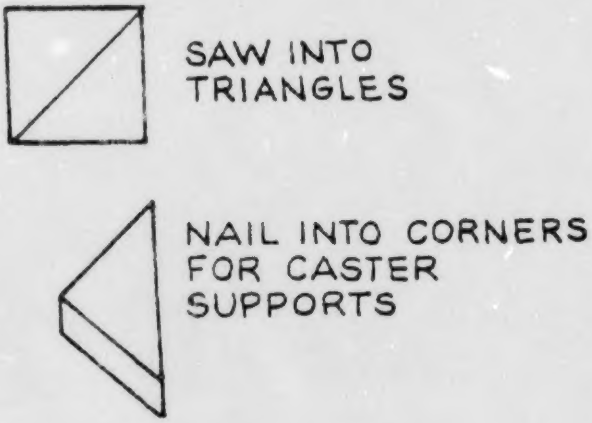
SPOOLS



TOY STORAGE BOX


TRUNK CASTERS
4 REQUIRED


3"
3"
3/4"
2 REQUIRED


SAW INTO TRIANGLES
NAIL INTO CORNERS FOR CASTER SUPPORTS

Ideas for Making Homemade Toys, Play Equipment and Play Materials

1. Charlie Brown's Super Book of Things to Do and Collect. New York: Random House, 1975. Cost: $3.95.

2. Chester, Bernice, editor. Do A Zoom Do. Boston: Little, Brown, and Company, 1975. Cost: $3.95.

3. Cole, Ann, Carolyn Hass, Faith Bushell, and Betty Weinberger. I Saw a Purple Cow and 100 other Recipes for Learning. Boston: Little, Brown, and Company, 1972. Cost: $2.95.

4. Frith, Michael and Sharon Lerner. Big Bird's Busy Book. New York: Random House/Children's Television Workshop, 1975. Cost: $3.95.

5. Razzi, James. Easy Does It! Things to Make and Do. New York: Parent's Magazine, 1969. Cost: $3.95.

6. Shepard, Mary and Ray. Vegetable Soup Activities. New York: Citation Press, 1975. Cost: $6.95.

7. Todd, Leonard. Trash Can Toys and Games. New York: Vicking Press, 1974. Cost: $6.95.

8. Vance, Eleanor Graham. The Everything Book. Racine, Wisconsin: Western Publishing Company, 1974. Cost: $4.95.

9. Vermeer, Jackie and Marian Laiviere. The Little Kid's Craft Book. New York: Taplinger Publishing Company, 1973. Cost: $6.95.

10. Playschool Guide to Promote Parenting Instruction. Columbus, Ohio: State Department of Education, Division of Vocational Education, Home Economics Section, 1979. Cost: $3.00.

Recipes for Modeling Dough

I.
3 cups flour
1 cup salt
1/2 to 1 cup water
food coloring

1. Mix flour and salt together in mixing bowl.
2. Add food coloring to water.
3. Add colored water, a little at a time, to the flour and salt mixture. Stir together each time you add water.
4. Stop adding water when the mixture will stay together without crumbling. If the dough is sticky, you have added too much water, and you will have to add a little more flour and salt.

(This dough is soft and [illegible] to model. It can be used again if you keep the dough in a plastic bag in the refrigerator. Products made from the dough will harden in a few days if left out to dry.)

II.
1 cup salt
1/2 cup corn starch
3/4 cup cold water
food coloring

1. Stir together salt, corn starch and water in top of double boiler. Add enough food coloring to tint the dough the desired color.
2. Put some hot water in bottom of double boiler and place top part of boiler over it. Heat over low heat stirring constantly until all the mixture gets stiff and hangs to the spoon.
3. Remove from heat and put mixture on waxed paper or aluminum foil to cool.

(This dough is a little more rubbery than I. It can be used again if kept in a plastic bag in the refrigerator. Products made from the dough will harden in a few days if left out to dry.)

III.
2 cups flour
1 cup salt
1/2 cup salad oil
1/2 cup water (approximately)
food coloring

1. Mix together flour, salt, and salad oil.
2. Add food coloring to water.
3. Add colored water a little at a time. Use just enough to make a soft dough.
4. Mix the dough with your hands. If the dough is sticky, add more flour.

(This dough will keep if you store it in the refrigerator in a covered jar or plastic bag.)

Recipes for Play Dough

I. Play Dough

Mix 3 cups flour with 1/4 cup salt. Add 1 cup water with coloring and 1 tablespoon of oil gradually. Add more water if too stiff; more flour if too sticky.

II. Cooked Play Dough

Mix 1 cup salt, 1/2 cup flour, and 1 cup water. Cook over medium heat. Remove from heat when mixture is thick and rubbery. It will be less sticky after it cools. More flour may be added. Store in an airtight container.

III. Salt Dough

Mix 4 cups salt and 1 cup corn starch with sufficient water to form a paste. Cook over medium heat stirring constantly. This is not sticky like flour dough and will not get moldy because of high salt content. Note: Add coffee grounds, sand, corn meal, etc. to the recipe to provide a different texture and variety when dried.

IV. Baked Dough

Mix together 2 cups salt, 1 cup flour, and 1 2/3 cups water. Cook mixture until thick. Shape into shapes, then bake for one hour at 93° C. (200°F).

Recipe for Clay

Craft Clay

Combine 1 cup corn starch, 2 cups baking soda (1 lb. box) and 1 1/4 cups water and cook until thickened to doughlike consistency. Turn mixture out on pastry board and knead. Cover with damp cloth or keep in plastic bag. Good for plaques and other models which can be painted when dry.

Recipes for Paste

I. 1/3 cup flour
1/4 cup water, (approximately)

Mix water into flour, a little at a time, until the mixture is the consistency you desire.

Recipes for Paste (continued)

II.
1/2 cup sugar
1/2 cup flour
1/2 teaspoon powdered alum
2 cups water
15 drops oil of cloves, wintergreen or peppermint*

*Note: The oil of cloves, wintergreen, and peppermint are used to keep the paste from spoiling. They may be omitted if paste is stored in the refrigerator.

1. Mix sugar, flour, alum, and water. Cook until thick.
2. Remove from heat, and add oil of cloves.
3. When cool, put in covered container, and store in refrigerator.

III. Cooked Paste

1 cup flour
1 cup cold water
2 1/4 cups boiling water
3/4 teaspoon oil of wintergreen, cloves, or peppermint

1. Mix flour and cold water in top of double boiler.
2. Add boiling water while stirring the mixture.
3. Put some hot water in bottom of double boiler and place top part of boiler over it. Cook over low heat until mixture is stiff.
4. Remove from heat and add oil of cloves, wintergreen, or peppermint.
5. When cool, pour into a covered container. Store in refrigerator.

Recipes for Finger Paint

I.
2 1/2 tablespoons cornstarch
1 cup cold water
food coloring

1. Mix cornstarch and water in a heavy saucepan. Stir until there aren't any lumps.
2. Cook over low heat. Stir all the time.
3. Take pan off heat when the mixture starts to bubble. It should be clear and about as thick as warm pudding.
4. Stir in the food coloring a bit at a time.
5. Cool, then keep in a covered container in the refrigerator.

II.
1/2 cup laundry starch (not instant type)
1/3 cup cold water
1 1/2 cups boiling water
1/2 cups soap flakes (not detergent)
1 tablespoon glycerine
food coloring

1. Mix starch and cold water in a heavy saucepan. Stir until smooth.
2. Add boiling water and cook over low heat, stirring all the time.

Recipes for Finger Paint (continued)

3. When mixture is clear and glossy, remove from heat. Stir in soap flakes.
4. Add glycerine and food coloring.
5. Cool, then store in covered container in the refrigerator.

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS

****

Directions to the Instructor:

Choose questions from this related Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

1. A child benefits in many ways from play activities. List five ways that play is valuable to children.

2. Children's interests, abilities and skills vary from one stage of development to another. Children need playthings that are appropriate to their physical, social, and emotional stage of development. List three suitable toys for each of the following age groups:

   a. Two- to three-year-olds

   b. Three- to four-year-olds

   c. Four- through five-year-olds

3. List ten factors to look for when choosing toys and play equipment.

4. List four advantages of homemade playthings.

5. List three points to consider when deciding on a play area for a child.

Check-Out Activity Sheet
ANSWERS

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS

1. List five ways that play is of value to children.

--Outlet for energy
--Increases the appetite
--Develops concentration
--Develops the mind and body
--Develops skills
--Encourages creativity
--Child learns about the environment
--Outlet for emotions, such as anger, fear, jealousy, and grief
--Develops social skills
--Develops sportsmanship
--Child learns to follow directions and obey rules

2. List three suitable toys for each of the following age groups.

a. Two- to three-year-olds
--Playdough
--Paint
--Rope swing
--Small slide
--Rocking boat
--Balance beam
--Easy puzzles
--Housekeeping toys
--Clothes for dress-up

b. Three- to four-year-olds
--Tricycle
--Beanbags
--Climbing towers
--Hammer and nails
--Magnet
--Blunt scissors
--Sandbox
--Water play toys
--Puppets
--Record players with records
--Blackboard and chalk
--Set of farm animals and equipment
--Doctor and nurse kit
--Cash register
--Peg boards

c. Four-through five-year-olds
--Jump rope
--Throwing games
--Matching picture games
--Swing
--Slide
--Seesaw
--Wheelbarrow

Check-Out Activity Sheet
ANSWERS
CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS
page 2

Module HD-48

- --Climbing bars
- --Village sets
- --Trucks
- --Cars
- --Airplane

3. List ten factors to look for when choosing toys and play equipment.

--No small, removable parts
--Smooth, rounded edges
--Nonflammable
--Free of toxic paint
--"UL" seal, if electrical
--Easy to store if space is available
--Appropriate for the age it was made for
--Promotes growth and development
--Free of details
--Pleasing to the touch
--Attractive and pleasing in color
--Encourages the child to do things for himself/herself
--Easily manipulated
--Encourages cooperative play
--Versatile
--Durable and well-constructed
--Works as it was intended to

4. List four advantages to homemade playthings.

--Little or no expense
--Found in and around the home
--Child can help to make the homemade toy
--Encourages creativity
--Offers many hours of entertainment

5. List three points to consider when deciding on a play area for a child.

--Ease of supervision
--Suitable floor coverings
--Storage for the toys, play equipment, and materials
--Area for quiet play
--Area for active play

Evaluator's Final Checklist

CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR CHILDREN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

Instructor's Guide Sheet Module HD-49

ASSISTING YOUNG CHILDREN AT MEALTIME

CONTENTS OF MODULE

	Activity	
Student Information		
CHILDREN'S FOOD NEEDS	1	
MAKING MEALTIME PLEASANT	2	
ASSISTING A CHILD TO SELF-FEED	3	
Student Self-Check		
MEALTIME FOR CHILDREN	4	
ANSWERS	4	
Evaluator's Final Checklist		
ASSISTING YOUNG CHILDREN AT MEALTIME . .	6	
Check-Out Activity Sheets		
CHILDREN'S FOOD NEEDS	6	Instructor's Manual
ANSWERS	6	Instructor's Manual
MAKING MEALTIME PLEASANT	6	Instructor's Manual
ANSWERS	6	Instructor's Manual

RECOMMENDED REFERENCES

Topic: Ways to make mealtime pleasant 2

Hurlock, Child Growth and Development, 1978 edition.

ASSISTING YOUNG CHILDREN AT MEALTIME

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may have the student read other reference books which contain information about children's food needs.		
2	Possible answers for the Student Information, MAKING MEALTIME PLEASANT, are provided in this manual.	RECOMMENDED REFERENCE Hurlock, Child Growth and Development, p. 322. ADDITIONAL REFERENCE Ames, Child Care and Development, pp. 218-22. NY: J.B. Lippincott Company, 1979.	
3	You may want to provide opportunities for the students to practice assisting with the feeding of children. As a large class or in small groups, discuss the information provided in the Learning Activities. If there is AV available on feeding children, show the AV, then discuss the information provided.		
4	Student Self-Check		
5	FHA/HERO Have the student(s): --Prepare finger foods for babies and young children in a playschool, nursery, or kindergarten. --Prepare a leaflet on foods for young children, includ-		

ASSISTING YOUNG CHILDREN AT MEALTIME

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	ing nutritious snacks and finger foods. --Invite a paraprofessional in home economics extension services to come to a sectional meeting to talk about nutrition for children and nutritious snacks.		
6	Objectives (1) and (2):	Objectives (1) and (2):	
	Select questions from the Check-Out Activity Sheets for each student's check-out. OR, develop pertinent questions. The test may be given orally, especially for slow readers. Answers to the questions on the Check-Out Activity Sheets are provided in this manual.	--Selected questions from the Check-Out Activity Sheets, CHILDREN'S FOOD NEEDS and MAKING MEALTIME PLEASANT.	
	Objective (3):	Objective (3):	
	Provide an actual situation for each student's check-out activity on assisting a child with eating. (Students may have to do this check-out at home.)	--Child --Foods to serve --Plastic cup --Plastic plate or bowl --Spoon --High chair or booster seat --Table	
	Use the Evaluator's Final Checklist to check each student out.	--Master Copy of the Evaluator's Final Checklist	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Prepare finger foods for young brothers, sisters, nieces, nephews, or other children.

--Research the career of a dietitian.

Answers for Learning Activity 2

Student Information
ANSWERS
MAKING MEALTIME PLEASANT

Directions: Write the answers to the following questions on a separate sheet of paper. Use references provided by your instructor to research the questions. Check your answers against those provided by your instructor.

1. Suggest ways to avoid feeding problems.
   - --Having meals at a regular time gives a child a sense of security.
   - --A relaxing meal should be free of arguments and conflicts.
   - --Avoid making an issue of the amount of food a child eats.
   - --Avoid bribing a child to eat.
   - --Avoid stressing table manners until a child has developed the skill of self-feeding.
   - --Avoid punishing a child by depriving a food.

2. Suggest ways to serve the food to make the meal enjoyable for the child.
   - --Serve the food attractively. Have a variety of shapes, colors, and textures.
   - --Arrange the table attractively using colors that are pleasing.
   - --Offer the child servings of food in the amount that he/she can handle.
   - --Offer the child food in the form that he/she can handle.
   - --Cut foods up for small bites.
   - --Serve children foods with mild flavors and seasonings.
   - --Do not allow any family members to say that certain foods are not good in front of the younger children.
   - --When possible, let the child select the food he/she likes.
   - --Introduce children to new foods gradually.

Check-Out Activity Sheet

CHILDREN'S FOOD NEEDS

****

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

Directions: Answer the following questions.

1. Give three things that children need food for.

2. Complete the following chart supplying the following information.

   a. the basic food groups
   b. the number of servings of each food group that a child needs
   c. the sources of the foods of each food group

FOOD GROUP	NUMBER OF SERVINGS/DAY	FOOD SOURCES

Check-Out Activity Sheet

ANSWERS
CHILDREN'S FOOD NEEDS

1. Give three things that children need food for.

   --growth
   --energy
   --repair of body cells

2. Complete the following chart supplying the following information.

   a. the basic food groups
   b. the number of servings of each food group that a child needs
   c. the sources of the foods of each food group

FOOD GROUP	NUMBER OF SERVINGS/DAY	FOOD SOURCES
Milk Group	3 or more 180-240 ml (6 to 8 oz.) glasses or equal amounts of milk products	Milk and milk products: cheese, cottage cheese, ice cream, cream cheese.
Breads and Cereals	3 or more	Breads: biscuits, muffins, cornbread, pancakes, waffles; Ready-to-eat and cooked cereals; Rice, macaroni, spaghetti, and noodles.
Vegetables and Fruits	4 or more	At least one dark green, leafy or deep yellow vegetable containing Vitamin A. One to two servings of a citrus fruit or vegetable containing Vitamin C.
Meat Group	2 or more	Meat, poultry, fish, eggs, dried beans and peas, peanut butter.

Check-Out Activity Sheet

MAKING MEALTIME PLEASANT

****

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

Directions: Complete the following question.

List six ways to make mealtime a pleasant experience.

Check-Out Activity Sheet

ANSWERS
MAKING MEALTIME PLEASANT

List six ways to make mealtime a pleasant experience.

--Have meals at a regular time to give a child a sense of security.
--Have relaxing meals that are free of arguments and conflicts.
--Do not make an issue of the amount of food a child eats.
--Do not bribe a child to eat.
--Do not stress table manners until a child has developed the skill of self-feeding.
--Do not punish a child with withholding a particular food.
--Serve the food attractively. Have a variety of shapes, colors, and textures.
--Arrange the table attractively using colors that are pleasing.
--Offer the child servings of food in manageable amounts.
--Offer the child food in the form that she/he can handle.
--Cut foods up in small bites.
--Serve children foods with mild flavors and seasonings.
--Food should not be commented on negatively by other family members.
--When possible, let the child select foods.
--Introduce new foods gradually.

Evaluator's Final Checklist

ASSISTING YOUNG CHILDREN AT MEALTIME

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )
(2) The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )
(3) When assisting a child with eating, the student:			
a. Assembled the foods and equipment	( )	( )	( )
b. Gently washed the child's face and hands	( )	( )	( )
c. Seated the child appropriately	( )	( )	( )
d. Put a bib on the child	( )	( )	( )
e. Provided the appropriate amounts of foods	( )	( )	( )
f. Demonstrated how to handle a cup, a spoon, and/or a . . . fork	( )	( )	( )
g. Helped the child when necessary	( )	( )	( )
h. Encouraged and praised the child	( )	( )	( )
i. Gently cleaned child's face and hands after the meal . . .	( )	( )	( )

PLAY AND THE PRESCHOOL CHILD

CONTENTS OF MODULE

Student Information — Activity

THE PRESCHOOLER 1
PLAY ACTIVITIES FOR YOUNG CHILDREN 4
STORY TELLING ACTIVITIES CHECKLIST 6
GUIDING CHILDREN AT PLAY 8
STUDENT WORKSHEET FOR PLANNING A PLAY ACTIVITY FOR PRESCHOOLERS 9

Student Self-Check

UNSCRAMBLE THE PLAY ACTIVITIES 5
ANSWERS 5

Evaluator's Final Checklist

PLAY AND THE PRESCHOOL CHILD 11

Check-Out Activity Sheet

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ANSWERS . . . . 11 Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Play and learning about oneself and the world 2
Parent's Magazine, Play and Self-Expression: Filmstrip 2--"Play and Learning About Oneself," (one of a five filmstrip set with record or cassette tape).

AND/OR

Parent's Magazine, Play and Self-Expression: Filmstrip 3--"Play and Learning About the World," (one of a five filmstrip set with record or cassette tape).

RECOMMENDED REFERENCES

Topic: Types of play 3
Hurlock: Child Growth and Development, 1979 edition.

PLAY AND THE PRESCHOOL CHILD

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	After reading the Student Information, THE PRESCHOOLER, have the students discuss the information.		
2	View the filmstrips and the discussion guide prior to showing the filmstrip(s) in the classroom. Make a list of discussion questions. Allow the entire class to view the suggested filmstrip. (You may want to show both of the suggested filmstrips or you may need to select the one that would be best for the students.) Then, go over the list of discussion questions about play and learning about oneself and the world. You may want to wait to discuss the filmstrip(s) after the students have completed Learning Activity 3.	--Filmstrip projector --Record or cassette tape player --Projection screen --Filmstrip with record or cassette tape: Play and Self-Expression: Filmstrip 2: "Play and Learning About Oneself." AND/OR Filmstrip 3: "Play and Learning About the World." (two filmstrips of a five filmstrip set).	
3	Discuss the types of play. Point out the kinds of activities under each type of play in which preschoolers are involved.	RECOMMENDED REFERENCE Hurlock: Child Growth and Development, pp. 269-275.	
4	After the students have read Student Information, CREATIVE ACTIVITIES FOR YOUNG CHILDREN, discuss the information by having a circular response. You may wish to talk about other creative activities. Encourage the students to share ideas and experiences.		

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PLAY AND THE PRESCHOOL CHILD

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	You may want to demonstrate some creative activities or have students to demonstrate. Review the reference listed or other references for ideas. Then, have the class to participate in practice or discussion.	ADDITIONAL REFERENCE Draper and Draper: Caring for Children, pp. 419-437; pp. 507-532. Charles A. Bennett Company, Revised Edition.	
5	Student Self-Check		
6	This activity could be combined with Learning Activity 7 so that the same resource person could be used. A listing of books for preschool children is listed in this manual. Demonstrate, or invite a resource person--mother, nursery school teacher, kindergarten teacher, or college student in an early childhood education program--to domonstrate telling a story and reading a story. Point out how to supplement stories with flannelboard characters, puppets, or other props. Make, or have available, materials to supplement storytime activities. You may want to borrow some of these materials from a local kindergarten, day care center, or local library. (See the annotated listing of children's books in the listed reference.)	--Children's books --Flannelboard --Flannelboard characters --Puppets --Puppet house --Props, i.e., masks, furniture, toys, stuffed animals, etc. ADDITIONAL REFERENCE Draper and Draper: Caring for Children, pp. 521-532. Charles A. Bennett Company, Revised Edition.	

PLAY AND THE PRESCHOOL CHILD

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	If available, take the students on a visit to a local day care center or kindergarten to observe a storytime activity. Have the students to select a book or story to read or tell. Divide the class into partners. Have the partners to practice reading or telling a story and have them to check each other's performance by using Student Information, STORYTELLING ACTIVITIES CHECK LIST.	--Master Copy of the Student Information, STORY TELLING ACTIVITIES CHECK LIST.	
7	Demonstrate or invite a resource person in early childhood education or music to demonstrate: --the use of musical instruments --the use and care of records and record player --singing songs --singing or saying fingerplays A listing of song titles is provided in this manual. Have the students participate as a group. Then have the students select a fingerplay or action song from the recommended reference or other references and lead the song or fingerplay. (Obtain other references from the local library.) If possible, invite small children in from a playschool. Have the students practice leading finger plays and action songs.	--Records --Record player --Musical instruments ADDITIONAL REFERENCE Draper and Draper: Caring for Children, pp. 510-515; 528-529. Charles A Bennett Company. Revised Edition.	

PLAY AND THE PRESCHOOL CHILD

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
8	Discuss Student Information, GUIDING CHILDREN AT PLAY, with the students.		
9	Assign each student a specific age child or children to plan a play activity for. Provide copies of the Student Information, or let the students write their plans out on paper. This plan can be used in the Check-Out Activity for Objective (2).	--Master Copy of Student Information, STUDENT WORKSHEET FOR PLANNING A PLAY ACTIVITY FOR PRESCHOOLERS.	
10	FHA/HERO Have the student(s): --Tell stories or read stories for Story Hour at the local library. --Invite preschoolers to come to a playschool for a few days. Plan, organize, and guide activities. --Do volunteer work at a local day care center, handicapped citizens center, or a kindergarten --Serve as a volunteer assistant to a play ground supervisor or a teacher. --Help to babysit for parents who attend PTA meetings.		
11	Objective (1) Select questions from the Check-Out Activity Sheet for each student's check-activity or for the entire class.	Objective (1) --Selected questions from Check-Out Activity Sheet, PLAY AND THE PRESCHOOL CHILD.	

PLAY AND THE PRESCHOOL CHILD

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
11	The test may be given orally, especially for poor readers.		
	Check-Out Activity Sheet answers are provided in this manual.		
	Objective (2)	Objective (2)	
	Have the students to organize and guide the play activity planned in Learning Activity #9.		
	Use the Evaluator's Final Checklist to check each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Work in church- or synagogue-related classes for preschoolers or summer activities for preschoolers. Have them plan play activities.

--Babysit for preschoolers. Have them plan play activities.

--Research information about careers that involve working with preschoolers, such as nursery school teacher, playschool teacher, kindergarten teacher, professional nanny, etc.

BOOKS FOR PRESCHOOLERS

Anglund, Joan Walsh
    Love is a Special Way of Feeling
    Harcourt, Brace & World

Brown, Margaret Wise
    The Runaway Bunny
    Harper and Brothers, N.Y.

    The Noisy Book
    Harper and Brothers

    The Little Brass Band
    Harper and Brothers

    The Quiet Noisy Book
    Harper and Brothers

    The Golden Egg Book
    Golden Press

    The Country Noisy Book
    Harper and Brothers

    The Dead Bird
    William R. Scott, Inc.

    The Indoor Noisy Book
    Harper and Brothers

    Shhhhhh Bang
    Harper and Brothers

    Two Little Trains
    William R. Scott, Inc.

    The Little Farmer
    E.M. Hale & Company

Buckley, Helen E.
    Grandfather and I
    Lanthrop, Lee V. Shepard Co., Inc.

Budney, Blosson
    A Kiss is Round
    Lothrop, Lee and Shepard Co., Inc.

Burton, Virginia Lee
    Katy and the Big Snow
    Houghton Mifflin, 1943

Dunn, Judy
    Little Duck
    Random House

Favorite Animal Stories
    Rand McNalley & Co.
    Publishing Co.

Flack, Marjorie
    Angus and the Cat
    Doubleday & Companv

Flack, Marjorie
    Ask Mr. Bear
    The Macmillan Company

Gay, Wanda
    Millions of Cats
    Howard McCann, Inc.

Green, Mary McBurney
    Everybody has a House
    William R. Scott, Inc.

    Is it Hard? Is it Easy?
    William R. Scott, Inc.

Joyce, Irma
    Never Talk to Strangers
    Golden Press Book
    Western Publishing Co.

Krauss, Ruth
    The Carrot Seed
    Harper and Brothers

    A Very Special House
    Harper and Brothers

Lenski, Lois
    Mr. and Mrs. Noah
    Thomas Crowell Co.

    The Little Fire Engine
    Oxford University Press

    The Little Family
    Doubleday & Co., Inc.

MacDonald, Golden
Whistle for the Train
Doubleday and Co., Inc.

Rey, H.A.
Curious George
Houghton Mifflin Company

Slobodkina, Esphyr
Caps for Sale
E.M. Hale and Company

Steiner, Charlotte
My Slippers Are Red
Alfred A. Knopf

My Bunny Feels Soft
Alfred Knopf

Stover, J. Ann
Why? Because
David McKay Co., Inc.

Thomas, Marlo et. al.
Free to Be You & Me
Feminist Book Mart

Zolotow, Charlotte
Do You Know What I'll Do
Gartle Williams

William's Doll
Feminist Book Mart

Student Information

STORYTELLING ACTIVITIES CHECKLIST

Directions: Obtain a copy of this checklist to complete a part of Learning Activity #6.

STORYTELLING ACTIVITIES CHECKLIST	YES	NO	NOT APPLICABLE
1. The child (or children) was seated on the same level as the adult.			
2. The story was told or read clearly and loudly enough to be easily heard.			
3. If storytelling, the story was told instead of being read.			
4. If reading a story with illustrations, the book was held at the eye-level of the child (or children).			
5. The story was told with enthusiasm, expression, and appropriate action.			
6. Flannelboard characters or puppets were used to add to the story.			
7. The story was told slowly, but did not drag on.			
8. The child (or children) was given the opportunity to ask questions or to talk about the story.			

SONG TITLE SUGGESTIONS

Oh, Do You Know the Muffin Man?
Teensy-Weensy Spider
Jingle Bells
Downright, Upright
Thumbkin
Little Red Caboose
Upon the Housetop
Deck the Halls
Twinkle, Twinkle Little Star
Lazy Mary (Johnnie) Will You Wake Up
Ten Little Indians
The Mulberry Bush
If You're Happy and You Know It
Little Bull Frog
She'll Be Comin' Round the Mountain
This Old Man
The Paw Paw Patch
I'm a Little Teapot
Six Little Ducks
The Little White Duck
Mr. Froggie Went A--Courting
Where is Pointer?
Sing a Song of Six-Pence
Polly, (Billy) Put the Kettle On
In the Cabin In the Woods
This is the Way We Wash Our Hands
5 Little Monkeys
Teddy Bear
Wheels On the Bus
On Top of Spaghetti
Hokey Pokey

Student Information

STUDENT WORKSHEET FOR PLANNING A PLAY ACTIVITY FOR PRESCHOOLERS

Directions: On a separate sheet of paper, write a plan for a play activity for preschoolers. Use the case situation provided by your instructor for Learning Activity 9. Include all of the information suggested below in your plan.

1. Type of activity:
2. Toys, materials, equipment needed:
3. Age(s) of child(ren):
4. Suggested time and location:
5. What is the value of this activity?
6. How will the child(ren) be encouraged to participate?
7. What is the expected behavior of the child(ren) for this activity?
8. What safety precautions will be taken?

Check-Out Activity Sheet

PLAY AND THE PRESCHOOL CHILD

****

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

1. Explain "active play" and "passive play."
2. Name four kinds of active play.
3. Name four kinds of passive play.
4. The child is a preschooler for the period from about ____________ years-old until ____________________.
5. The preschool years are called the "formative" years. Why?
6. The child progresses at his/her own rate of growth and development according to such factors as ____________________, __________________, ____________________, and ________________________.
7. List five manipulative play activities for preschoolers.
8. What are the three roles that you perform when guiding children at play?
9. List five positive guidance techniques when playing with children.

Check-Out Activity Sheet

ANSWERS

PLAY AND THE PRESCHOOL CHILD

1. Active play is play in which a child participates; passive play or amusement is an activity which the child watches someone else do something.

2. Name four kinds of active play.

   --Exploratory
   --Construction
   --Dramatic
   --Family games
   --Neighborhood games

3. Name four kinds of passive play.

   --Watching others
   --Looking at pictures
   --Listening to stories
   --Looking at comics
   --Listening to music
   --Watching television

4. The child is a preschooler for the period from about 2-1/2 - years-old until the child starts first grade .

5. The preschool years are called the "formative" years. Why?

   During the preschool years, the child learns certain things that serve as the foundation for the further development in life.

6. The child progresses at his/her own rate of growth and development according to such factors as health , nutrition , physical environment, and family relationships .

7. List five manipulative play activities for preschoolers.

   --Use of playdough
   --Use of modeling clay
   --Use of papier mache
   --Cutting paper
   --Pasting
   --Painting
   --Using a hammer and nails
   --Stringing beads
   --Table games, such as puzzles and sewing cards

8. What are the three roles that you perform when guiding children at play?

   --Supervisor
   --Guide
   --Playmate

9. List five positive guidance techniques when playing with children.

--Listen to the child.
--Make yourself understood.
--Use positive language.
--Provide limits (rules).
--Be consistent.
--Reinforce good behavior.
--Encourage independence.
--Aid in clean-up.

Evaluator's Final Checklist

PLAY AND THE PRESCHOOL CHILD

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )
(2) When organizing and guiding a play activity for a preschool child or children, the student:			
a. Selected an activity appropriate for the age and stage of development of the child or children	( )	( )	( )
b. Provided toys, play equipment, and/or materials for the activity	( )	( )	( )
c. Planned the activity to benefit the child or children based on age and stage of development	( )	( )	( )
d. Encouraged the child or children to participate	( )	( )	( )
e. Practiced positive guidance techniques	( )	( )	( )
f. Listened to what the child or children had to say	( )	( )	( )
g. Encouraged and helped the child or children clean-up the area after the activity	( )	( )	( )

PLAY AND THE SCHOOL-AGE CHILD

CONTENTS OF MODULE

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Student Self-Check		
PLAY AND THE SCHOOL-AGE CHILD	6	
ANSWERS	6	
Evaluator's Final Checklist		
PLAY AND THE SCHOOL-AGE CHILD	9	
Check-Out Activity Sheet		
PLAY AND THE SCHOOL-AGE CHILD	9	Instructor's Manual
ANSWERS	9	Instructor's Manual
AND/OR		
PLANNING A PLAY ACTIVITY FOR SCHOOL-AGE CHILDREN	9	Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Play and peer relations 4
Parent's Magazine. Play and Self-Expression, Filmstrip 5: "Play and Peer Relations." (one of a five filmstrip set with records or cassette tapes).

RECOMMENDED REFERENCE

Topic: Companions for young children 3
Hurlock, Child Growth and Development, 1978 edition.

PLAY AND THE SCHOOL-AGE CHILD

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1-2	After the student's have completed the readings, discuss the Student Informations, THE SCHOOL-AGE CHILD, and PLAY AND THE SCHOOL-AGE CHILD, as a large class.		
3	After the students have read this reading, have them participate in a swing around using the information about the young child's companions.	RECOMMENDED REFERENCE Hurlock, Child Growth and Development, pp. 250-263.	
4	Show a filmstrip about play and peer relations. Use the suggested filmstrip or other applicable AV. Discuss the information presented in the AV as a large group. Allow the students to ask questions or to tell experiences.	--Filmstrip projector --Cassette tape or record player --Projection screen --Filmstrip: Play and Self-Expression series, Filmstrip 5, "Play and Peer Relations," (one of a five filmstrip set with records or cassette tapes).	
5	Construct a bulletin board. Have the students illustrate some of the childhood games that they brainstorm. Put these illustrations on the bulletin board. Divide the class into small groups to brainstorm play activities for the school-age child to do alone or to do with other children.	--Bulletin board supplies	
5	Have them share their lists with the entire class. Then assign each small group a childhood game to demonstrate or tell about.		

PLAY AND THE SCHOOL-AGE CHILD

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Discuss the rules for the games. Also discuss the value of the game as it relates to child growth and development. A list of PLAY ACTIVITIES FOR THE SCHOOL-AGE CHILD and a chart, SELECTING TOYS FOR SCHOOL-AGE CHILDREN, is provided in this manual.		
6	Student Self-Check		
7	Give each student a case situation or an actual situation involving school-age children and have them plan a play activity for the children. Have the sudents use Student Information, WORKSHEET FOR PLANNING A PLAY ACTIVITY FOR SCHOOL-AGE CHILDREN, to develop their written plans. This plan could be used as a part of the Check-Out Activity.		
8	FHA/HERO Have the student(s): --Develop a rainy or snowy day activities booklet for school-age children. Distribute the booklets to children in a local elementary school. OR if the children are home from school for snow days, have the activities published in the local or county newspaper.		

PLAY AND THE SCHOOL-AGE CHILD

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
8	--Invite a person from another country to come to a sectional meeting to tell about children's games in their country.		
9	Provide a test for each student's check-out activity. You may use questions from the Check-Out Activity Sheet or you may make up questions. Check-Out Activity Sheet answers are provided in the manual.	--Selected questions from the Check-Out Activity Sheet, PLAY AND THE SCHOOL-AGE CHILD.	
	AND/OR		
	Provide an actual or a case situation for each student. Have the students check-out on the following: --Plan a play activity for a school-age child or children. --Organize a play activity for a school-age child or children. --Guide a play activity for a school-age child or children. You may want to have the students use the plans that they developed in Learning Activity 7.	--Master Copy of the Check-Out Activity Sheet, PLANNING A PLAY ACTIVITY FOR SCHOOL-AGE CHILDREN.	
	Use the Evaluator's Final Checklist for checking each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

PLAY AND THE SCHOOL-AGE CHILD

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Serve as a volunteer playground aide for the elementary school during study hall periods or before and after school.

--Work with school-age children in Vacation Bible School.

--Work with Scouting or Camp Fire Girls.

PLAY ACTIVITIES FOR THE SCHOOL-AGE CHILD

Physical Activities

See-saw
Swings
Jump rope
Riding bicycle
Riding horses/ponies
Boxing
Wrestling
Cartwheels
Basketball
Bowling
Volleyball
Tennis
T-ball
Baseball
Swimming
Stunts in gym
Hiking
Skating, roller or ice
Football
Bow and arrows
Darts
Marbles
Jacks
Horseshoes
Billiards
Hula hoop
Woodworking

Construction

Build models
Build fort or playhouse
Build snowman
Cooking
Sewing
Gardening
Flying a kite
Clay modeling
Painting
Drawing

Passive Activities

Watching television
Listening to the radio
Reading books, magazines, and comics

Imaginative Play

Soldiers
Spacemen
Dressing up
Doctors
Dolls
Cars and trucks
House
School
Store
Cowboys and Indians
Bandits
Post office
Ghosts

Collection

Rocks
Buttons
Stamps
Gum wrappers
Coins
Postcards
Leaves
Maps
Shells
Bottlecaps
Dolls

Table Games

Puzzles
Dominoes
Cards
Checkers
Pingpong
Chess
Monopoly
Scrabble
Bingo
Tic Tac Toe

Jump Rope Chants

Down in the valley
Teddy bear
Salt, pepper, vinegar
High waters

Group Games

Leap frog
Hop scotch
Blind man's bluff
Tug of war
Crack the whip
Drop the handkerchief
Farmer in the dell
Follow the leader
Fox and geese
Hide the thimble
London bridges
Mother, may I?
Mulberry bush
Musical chairs
Red rover
Ring around the roses
Stoop tag
Dodge ball
Hide and go seek
Seven-up
Dog and bone
Kick the can
Pin the tail on the donkey
Flying dutchman
Run-sheep-run
Fox and hounds
Snatch the flag
Annie over
Simon says

SELECTING TOYS FOR SCHOOL-AGE CHILDREN

AGE OF CHILD	STAGE OF DEVELOPMENT	SUITABLE TOYS
SIX TO NINE YEARS	--Enjoys group activities --Doesn't like to play alone. --Gaining control of small muscles. --Works hard at play --Likes to make things --Is involved in large-muscle play. --Tends to concentrate. --Likes to put things together.	--Career, hero, or fashion dolls. --Doll houses with furniture. --Paper dolls --Race cars --Electric trains --Work benches with real tools --Construction sets --Colored pencils --Complex puzzles --Toy typewriters --Printing kits --Skates --Sleds --Bicycles --Marbles --Tops --Kites
NINE TO TWELVE YEARS	--Enjoys hobbies. --Likes to collect items. --Likes team play. --Likes board games or card games that require strategy decisions and a knowledge of school subjects. --Enjoys playing muscial instruments. --Begins to show interest in animials as good friends--pets. --Likes adult activities such as cooking. --Likes to be a part of clubs.	--Old stamps --Old coins --Rocks --Crafts --Chemistry sets --Microscopes --Telescopes --Billiards --Table tennis --Archery --Darts --Board games --Musical instruments --Magic sets --Cards --Pet --Baseball --Basketball --Football --Make-it-yourself kits

Check-Out Activity Sheet

PLAY AND THE SCHOOL-AGE CHILD

****

Directions to the Instructor: Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

****

Directions: Place a T in the blank to the left of the numbered statement if the statement is true or an F in the blank if the statement is false.

_____ 1. Middle childhood is a time for much change in the life of a child.

_____ 2. Middle childhood is often called the "forgotten years."

_____ 3. The skills of young school-age children are as perfectly performed as those of older children and adults.

_____ 4. Age six marks the dividing line between early childhood and the mature middle childhood years.

_____ 5. Eight-year-olds want to be "grown up."

_____ 6. The late middle years are referred to as preadolescence.

_____ 7. Physical, mental, social, and emotional growth differ from child to child.

_____ 8. There are certain characteristics of children which seem to predominate at certain ages even though each child develops at his/her own rate.

_____ 9. During the early years of childhood a child reaches puberty.

_____10. Behavior problems of children result because they need to work off their high energy.

Directions: Answer the following questions.

11. List four guidelines for planning, organizing, and guiding play activities for school age children.

12. List three reasons for the importance of companions in a child's life.

13. List three benefits of play for the school-age child.

14. Who may be a child's companion? List two.

Check-Out Activity Sheet
ANSWERS
PLAY AND THE SCHOOL-AGE CHILD

Directions: Place a T in the blank to the left of the numbered statement if the statement is true or an F in the blank if the statement is false.

T 1. Middle childhood is a time for much change in the life of a child.

T 2. Middle childhood is often called the "forgetten years."

F 3. The skills of young school-age children are as perfectly performed as those of older children and adults.

F 4. Age six marks the dividing line between early childhood and the mature middle childhood years.

T 5. Eight-year-olds want to be "grown up."

T 6. The late middle years are referred to as preadolescence.

T 7. Physical, mental, social, and emotional growth differ from child to child.

T 8. There are certain characteristics of children which seem to predominate at certain ages even though each child develops at his/her own rate.

F 9. During the early years of childhood a child reaches puberty.

T 10. Behavior problems of children result because they need to work off their high energy.

Directions: Answer the following questions.

11. List four guidelines for planning, organizing, and guiding play activities for school age children.

The parent or caregiver should:

--Understand the pattern of development of school-age children.
--Provide a good example, such as being a good loser or a gracious winner.
--Help the child realize that he/she is an important person.
--Be actively involved with the child.
--Maintain a consistent set of rules for discipline and training.
--Encourage the child to solve problems for self.
--Make an effort to understand the child's behavior.
--Develop sensitivity to the feelings and needs of the child.
--Respect the child.
--Encourage social interactions.
--Remember that nobody is perfect.
--Remember that a child is not an adult.
--Encourage the child to talk about the things that he/she is doing.
--Be a good listener.

Check-Out Activity Sheet
ANSWERS
PLAY AND THE SCHOOL-AGE CHILD
Page 2

--Be careful not to fill the child's life so full of activity (school activities, extracurricular activities, piano lessons, dance lessons, etc.) that he/she is too tired to enjoy life.
--Give the child opportunities to act in a responsible manner so he/she can develop responsible attitudes.

12. List three reasons for the importance of companions in a child's life.

--Companions help develop a child's personality. There are certain things that a child can only learn through involvement with people.
--Companions help a child do things that he/she could not do alone.
--Companions help children to over come loneliness.
--Companions help a child learn to give and take.
--Companions help a child develop a sense of belonging.
--Companions help a child realize what people expect of him/her in regard to behavior.
--Companions help broaden a child's life through sharing knowledge and interests.
--Companions help a child develop language skills.

13. List three benefits of play for the school-age child.

--Play helps develop both the body and the mind.
--Play brings about understanding of some of the things other people experience.
--Play may encourage the school-age child to compete.
--Play may encourage a child to win or lose gracefully.
--Play may encourage a child to assert himself/herself.
--Play may encourage a child to be less self-centered.
--Play may encourage a child to offer sympathy and help when others are sad or hurt.
--Play may encourage a child to learn to express himself/herself.

14. Who may be a child's companion? List two.

--Parents
--Brothers and sisters
--Relatives
--Neighborhood children
--Substitute companions such as imaginary companions, pets

Check-Out Activity Sheet

PLANNING A PLAY ACTIVITY
FOR SCHOOL-AGE CHILDREN

Directions: Develop a plan for a play activity for school-age children using one of the case situations listed below. Include all of the information suggested in your plan.

a. Four boys, all age 6.
b. Julie, Jane, and Kay, all age 9. Jane wears a leg brace.
c. Five twelve-year-old boys.
d. Jan, age 10, who has a heart problem.
e. Andy, age 13.

1. Type of activity:

2. Toys, materials, equipment needed:

3. Age(s) of child(ren):

4. Suggested time and location:

5. What is the value of this activity?

6. How will the child(ren) be encouraged to participate?

7. What is the expected behavior of the child(ren) for this activity?

8. What safety precautions will be taken?

Evaluator's Final Checklist

PLAY AND THE SCHOOL-AGE CHILD

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )
AND/OR			
When planning, organizing, and guiding a play activity for the school-age child(ren), the student:			
a. Selected an activity appropriate for the age and interests of the child(ren)	( )	( )	( )
b. Chose the materials and supplies necessary for carrying out the activity	( )	( )	( )
c. Determined the benefit(s) the child(ren) would receive from the activity	( )	( )	( )
d. Selected an appropriate time and location for the activity	( )	( )	( )
e. Encouraged the child(ren) to participate in the activity	( )	( )	( )
f. Guided the child(ren) toward acceptable behavior during the activity	( )	( )	( )
g. Practiced safety precautions that needed to be taken with the activity	( )	( )	( )
h. Practiced positive guidance techniques	( )	( )	( )
i. Guided the clean-up activities, if applicable	( )	( )	( )

FOREIGN BODIES IN EARS, EYES, NOSE, AND SKIN

CONTENTS OF MODULE

	Activity	
Student Information		
FIRST AID FOR THE EARS, EYES, NOSE, AND SKIN	1	
Student Self-Check		
FIRST AID PROCEDURES	2	
ANSWERS	2	
Evaluator's Final Checklist		
FOREIGN BODIES IN EARS, EYES, NOSE, AND SKIN	5	
Check-Out Activity Sheet		
FOREIGN BODIES IN EARS, EYES, NOSE, AND SKIN	5	Instructor's Manual
ANSWERS	5	Instructor's Manual

FOREIGN BODIES IN EARS, EYES, NOSE, AND SKIN

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Divide the class into partners or small groups to discuss the first aid procedures for each of the emergency situations in Student Information, FIRST AID FOR THE EARS, EYES, NOSE, AND SKIN. Explain and/or demonstrate how to sterilize tweezers or a needle. You may want to demonstrate some of the first aid procedures for the emergency situations. Have the students read more about foreign bodies in the ears, eyes, nose, and skin in the reference listed or use other references that are available.	REFERENCE American Red Cross: Family Health and Home Nursing, pp. 309-310, 319-320.	
2	Student Self-Check		
3	FHA/HERO Have the student(s): --Teach other family members how to give first aid for removing foreign bodies in ears, eyes, nose, and skin.		
4	Select questions from the Check-Out Activity Sheet for each student or for the entire class.	--Selected questions from the Check-Out Activity Sheet, FOREIGN BODIES IN EARS, EYES, NOSE, AND SKIN, in this manual.	

FOREIGN BODIES IN EARS, EYES, NOSE, AND SKIN

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	This test may be given orally, especially for slow readers. Check-Out Activity Sheet answers are provided. Use the Evaluator's Final Checklist to record each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Make a first aid notebook for the family medicine cabinet or first aid kit. Have them include a section on treating foreign bodies in the ears, eyes, nose, and skin.

--Research one of the following careers: ears, eyes, nose, and throat specialist, dermatologist.

Check-Out Activity Sheet

FOREIGN BODIES IN EARS, EYES, NOSE, AND SKIN

* *

Directions to the Instructor:

Choose questions from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent questions that are not in this listing. Be sure that the questions relate to the Learning Activities provided in the module.

* *

1. List the first aid procedures for removing an insect from the ear.
2. Write the letter of the emergency situations listed below that require medical advice or treatment as the first procedure of first aid.
   a. A bead in the ear
   b. An insect in the ear
   c. An imbedded object in the eye
   d. An object on the inner surface of the eyelid
   e. An object in a nostril
   f. A splinter that is embedded
   g. A splinter on the surface of the skin
3. When chemicals have been splashed or sprayed into the eye, how long should you flush the face, eyelid, and eye?
4. If you are alone and have a chemical to get in your eye, what should you do?
5. How is a foreign body naturally removed from the nose?

Check-Out Activity Sheet

ANSWERS

FOREIGN BODIES IN EARS,
EYES NOSE, AND SKIN

1. List the first aid procedures for removing an insect from the ear.

   --Wash your hands.
   --Tilt the victim's head to the side opposite the ear that the insect is in.
   --Pull back the ear lobe a little to straighten the ear canal.
   --Shine a flashlight in the ear. The bug may fly out.
   --Consult a doctor if this procedure does not rid the ear of the insect.

2. Write the letter of the emergency situations listed below that require medical advice or treatment as the first procedure of first aid.

   a. A bead in the ear
   b. An insect in the ear
   c. An imbedded object in the eye
   d. An object on the inner surface of the eyelid
   e. An object in a nostril
   f. A splinter that is embedded
   g. A splinter on the surface of the skin

3. When chemicals have been splashed or sprayed into the eye, how long should you flush the face, eyelid, and eye?

   Fifteen (15) minutes

4. If you are alone and have a chemical to get in your eye, what should you do?

   --Fill a bowl or sink with water
   --Put your face in the water
   --Open and close your eye
   --Change the water and repeat the procedure several times. Continue this process for 15 minutes.
   --Seek medical help immediately

5. How is a foreign body naturally removed from the nose?

   By sneezing

Evaluator's Final Checklist

FOREIGN BODIES IN EARS, EYES, NOSE, AND SKIN

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
The student completed the Check-Out Activity Sheet with 80% accuracy	( )	( )	( )

ADMINISTERING FIRST AID FOR POISONING

CONTENTS OF MODULE

Student Information Activity

GLOSSARY OF TERMS RELATING TO POISONING 1
POISONING BY HARMFUL SUBSTANCES 2
FOOD POISONING 7
POISON SAFETY MEASURES 10

Student Self-Checks

POISONS 6
FOOD POISONING 9
ANSWERS 6, 9

Evaluator's Final Checklist

ADMINISTERING FIRST AID FOR POISONING 12

Check-Out Activity Sheet

CASE SITUATIONS — POISONING. . . . . 10 Instructor's Manual
ANSWERS . . . . 10 Instructor's Manual

ADMINISTERING FIRST AID FOR POISONING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1 & 2	After the students have read the Student Informations, GLOSSARY OF TERMS RELATING TO POISONING and POISONING BY HARMFUL SUBSTANCES, discuss the information as a large group or in small groups. Some students may need to review mouth-to-mouth resuscitation in the recommended reference. Obtain information about the nearest poison control center. Share the information and the telephone number with the students. Encourage them to post this emergency telephone number near their telephone at home for use in case of an accidental poisoning.	RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, pp. 291-292.	
3	After the students have read Student Information, COMMON POISONOUS PLANTS AND TREES, have them discuss the information.		
4	Use the LIST OF POISONOUS SUBSTANCES, provided in this manual, to check or add to the lists that the students have prepared. If there is not enough time for this Learning Activity, you may want to make copies of the LIST OF POISONOUS SUBSTANCES for the students to read over and discuss. This activity may be done as an individual activity, such as homework, or as a small group activity.	—Instructor's Copy of the LIST OF POISONOUS SUBSTANCES.	

ADMINISTERING FIRST AID FOR POISONING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Divide the students into small groups. Distribute a copy of the POISON SITUATIONS to each group. Allow time for each group to discuss each situation and describe the first aid treatment for each. (Allow the students to use the Student Informations in LA#1 and LA#2.) As a large class, share and discuss the conclusions of each group.	—Master Copy of POISON SITUATIONS.	
6	Student Self-Check		
7	As partners, small groups, or as a large class, have the students discuss food poisoning and the first aid treatment. Use the Student Information, FOOD POISONING, to aid discussion.		
8	Student Self-Check		
9	After reading the Student Information, POISON SAFETY MEASURES, discuss safety precautions that can be taken to prevent accidental poisoning. Encourage the students to list other poison safety measures.		

ADMINISTERING FIRST AID FOR POISONING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
10	FHA/HERO Have the student(s): --Develop first aid procedure charts for accidental poisonings and distribute to the community. --Make "Poison Awareness" posters and buttons to display or distribute in school. --Sponsor a school-wide poison prevention or awareness week or sponsor a poison information booth or center during National Poison Prevention Week, which occurs annually during the third week of March. (For more information contact: Secretary National Planning Council for National Poison Prevention Week P.O. Box 1543 Washington, DC 20013). Activities could include: (1) ordering materials and audio visuals. (A list is provided in this manual.) (2) poster contest in the elementary classes. (3) writing news articles for the local and school newspapers.		

ADMINISTERING FIRST AID FOR POISONING

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
11	Provide a case situation for checking out of Objectives (1) and (2). You may choose to use the case situations from the Check-Out Activity Sheet in this manual. Or you may develop pertinent situations. Answers to the Check-Out Activty Sheet case situations are provided in this manual. Use the Evaluator's Final Checklist for checking each student's performance.	—Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Make a listing of emergency phone numbers for obtaining poison information and post near the home telephone.

--Research information about Poison Control Centers and report their findings to you or the class.

--Create a bulletin board idea on the safest storage of poisons. Have them construct the bulletin board for the classroom.

--Check their home for safety from accidental poisonings. Have them use the POISON PROOF CHECKLIST (in this manual).

LIST OF POISONOUS SUBSTANCES

ACID OR ACID-LIKE CORROSIVES

Toilet bowl cleaner (sodium acid sulfate)
Caustic or styptic pencils (silver nitrate)
Chlorine bleach (calcium hypochlorite)
Automobile batteries (sulfuric acid)
Metal cleaners (hydrochloric acid)
Masonry (hydrochloric acid)
Industrial cleaning solutions (nitric acid)
Cleaning solutions (oxalic acid)
Disinfectants (carbolic acid or crude cresol)

ALKALINE CORROSIVES

Lye (sodium or potassium hydroxide)
Drain cleaner (sodium or potassium hydroxide)
Washing soda (sodium carbonate)
Bleaching powder (sodium perborate)
Dishwasher detergent
Ammonia Products, e.g.,
    Household ammonia
    Carpet and upholstery cleaner
    Window cleaner
    Liquid floor wax
    Self-polishing floor wax
    Wall and floor cleaner

Caustic soda (used in soapmaking)
Lime

PETROLEUM PRODUCTS

Furniture polish
Gasoline
Lighter fluid
Kerosene
Floor wax
Spot remover
Metal cleaner and polish
Lock lubricant
Lubricating oil
Garbage disposal drain cleaner
Air freshener
Chrome polish
Degreaser
Shoe polish
Transmission fluid and sealer

PETROLEUM PRODUCTS (continued)

Laundry presoak
Antifreeze
Charcoal lighter fluid
Paint thinner and remover
Car cleaner
Wood alcohol
Carbon tetrachloride (chemical in hand fire extinguisher)
Lead paint

PLANTS WITH POISONOUS PARTS*

Bittersweet berries and leaves
Nonedible mushrooms
Azaleas - all parts
Buttercup - all parts
Elephant ear - all parts
Ivy leaves
Poinsettia leaves
Laurels - all parts
Mayapple - apple, foliage, roots
Mistletoe berries
Rhododendron - all parts
Tulip bulb
Iris - underground stems
Rhubarb leaves

*See the Student Information, COMMON POISONOUS PLANTS AND TREES, provided in the module.

OTHER POISONS

Drugs and Medicines

Aspirin and aspirin substitutes
Over-the-counter antihistamines, e.g., cough syrups, allergy tablets, decongestant tablets, sleeping pills, cold capsules
Barbiturates
Camphor
Boric acid
Iron-containing preparation
Oil of wintergreen
Iodine
Cosmetics

Insecticides and Pesticides

Arsenic (rat poisons; weed killers)
Copper (rat poisons; weed killers)

Insecticides and Pesticides (continued)

Mercury (plant sprays; fireworks)
Phosphorus (rat poisons; fireworks, matches)
Zinc (weed killers, soldering paste)
Cyanide (rat poison)
Strychnine (rat poison)
DDT

POISON SITUATIONS

1. Johnny swallowed some toilet bowl cleaner.
2. Three-year-old Suzie ate part of a tulip bulb.
3. Jean, a seven-year-old, swallowed the gasoline that had been stored in a soft drink bottle.
4. Father was working on unstopping a drain, when Timmy started choking and crying. He had swallowed drain cleaner.
5. Joan had been depressed over breaking up with her boyfriend. She took an overdose of aspirin.

BROCHURES, FLYERS, PAMPHLETS, SLIDES AND FILMS

(Request order forms and price listing.)

1. Company: American Academy of Pediatrics
1801 Hinman Avenue
Evanston, IL 60204

--"Poison Prevention Tip Sheet"

2. Company: American Medical Association
535 North Dearborn Street
Chicago, IL 60610

--"Danger Lurks"
--"Medicines and How to Use Them"

3. Company: Council on Family Health
Department P
633 Third Avenue
New York, NY 10017

--"First Aid in the Home"

4. Company: National Safety Council
444 North Michigan Avenue
Chicago, IL 60611

--"Poison Prevention Program Kit #599.73
1 - 9 copies at $1.74 each;
10 - 99 copies at $1.62 each.

--"Poison Perils in the Home"
--"Solid and Liquid Poisons"

5. Company: American Association of Poison Control Centers
c/o Academy of Medicine of Cleveland
10525 Carnegie Avenue
Cleveland, Ohio 44106

--"Poison Isn't Kid Stuff"
--"Syrup of Ipecac" (single copy free)
--"Home Checklist" (single copy free)
--"When Times Get Hot"
--"Our Poison Jungle" slides
(44 cartoon slides, 35mm, color with annotated script; purchase price, $20.00; rental fee for a three-week period, $5.00)

6. Company: U.S. Consumer Product Safety Commission
5401 Westbard Avenue
Attn: OC
Bethesda, Maryland 20207

--"Poison Prevention Packet" (single copy free)
--"A Guide to Teaching Poison Prevention in Kindergarten and Primary Grades"

7. Company: Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

--"Take a Tip from Safety Sadie: Poison Proof Your Home," Stock #052-011-00149-9, single copy at $ .90 per copy.

8. Company: U. S. Public Health Service
U. S. Government Printing Office
Washington, D.C. 20402

--"Directory of Poison Control Centers"

9. Company: The Soap and Detergent Association
475 Park Avenue at 32nd Street
New York, NY 10016

--"Home Safe Home"

10. Company: Closure Committee
Department CP
300 East 44th Street
New York, NY 10017

Send self-addressed envelope for a limited quantity free.
--"Tips on Child Safety"

11. Company: Safety Division
National Agricultural Chemicals Association
1155 Fifteenth Street, N.W.
Washington, D.C. 20005

--"Stop and Read the Label Before Using Any Pesticide" (free)

12. Company: U. S. Food and Drug Administration
5401 Westbard Avenue
Attn: NCPCC
Bethesda, Maryland 20207

--"We Want You to Know About Preventing Childhood Poisonings" (limited quantities available)
--"Dennis the Menace Takes a Poke at Poison"
--"We Want You to Know About Labels on Medicines"

13. Company: Chemical Specialties Manufacturers Association
1001 Connecticut Avenue, NW
Suite 1120
Washington, DC 20036

--"Your Child and Household Safety"

14. Company: Imagination, Incorporated
1821 University Avenue
St. Paul, Minnesota 55104

--"Ten Little Tasters"

15. Company: Channing L. Bete, Inc.
Greenfield, Massachusetts 01301

--"Poison and You"

16. Company: Modern Talking Pictures
2323 New Hyde Park Road
New Hyde Park, NY 11040
Telephone: (516) 437-6300

--"The Travels of Timothy Trent". (10 minutes, 16 mm, color, sound film). Available on free loan.

17. Company: Mar/Chuck Film Industries, Inc.
P. O. Box 61
Mt. Prospect, IL 60056

--"250,000 Ways to Destroy a Child's Life Without Leaving Home," (15 minutes, color film).

POISON PROOF CHECKLIST

Check your home by asking yourself these questions.	YES	NO
KITCHEN AND UTILITY AREAS		
1. Do all harmful cleaning products have a child-proof cap?		
2. Are the caps on all products correctly closed and tightened?		
3. Are harmful products stored above children's reach or locked up or a locked compartment?		
4. Are all harmful products in their original containers with their labels still		
5. Are all harmful products stored away from food?		
6. Do you have emergency phone numbers posted for quick use?		
BATHROOM		
1. Is the medicine cabinet free of old, unused medicines?		
2. Do all the medicine bottles have child-proof caps?		
3. Are all medicines in their original containers with the original labels?		
4. Do you take and/or give only the recommended dosage of a medicine?		
5. Do you take only the medicine prescribed to you?		
6. Do you read the labels each time you take or give medicine?		
GARAGE, STORAGE, AND LAWN AREAS		
1. Are all harmful products stored out of the reach of children?		
2. Do you keep harmful products in a locked storage area?		
3. Are all harmful products stored in their original containers with their original labels?		
4. Are the plants and trees that grow around your home nonpoisonous?		
If you can answer YES to all of these questions, your home is poison-proof.		

Check-Out Activity Sheet

CASE SITUATIONS--POISONING

****

Directions to the Instructor: Choose case situations from this Check-Out Activity Sheet for each student's check out activity. OR, develop pertinent situations that are not in this listing. Make sure that the answers to the situations have been included in the Learning Activities of the module. On the questions that have parentheses, complete the information as indicated.

****

1. You discover an unconscious child. A ________________ container is nearby. You suspect that he is poisoned. Administer first aid.

   (Fill the blank in with a corrosive substance, such as a strong acid, a strong alkali, or a petroleum product.)

2. A person has taken an overdose of ________________. Administer first aid.

   (Fill the blank in with a medicine, such as aspirins, vitamins, sleeping pills, etc.)

3. A person drank (or ate) ____________________. Administer first aid.

   (Fill in the blank with a poisonous substance in which vomiting should be induced.)

4. Four-year-old Charlie just put ____________________ in his mouth. What should you do?

   (Fill the blank in with a poisonous plant or its part.)

5. Ann, your younger sister, has just returned from a picnic. She becomes nauseous, is vomiting, and has diarrhea. What will you do?

6. Jim stopped by a fast food restaurant to get a bucket of chicken for dinner. About an hour after eating, both he and his wife complained of severe cramps and were vomiting. You are their neighbor. What did you do?

7. Carol's mother opened a can of home-canned green beans to put in her salad for lunch. After eating the salad, she became violently ill. What should be done?

Check-Out Activity Sheet

ANSWERS

CASE SITUATIONS -- POISONING

Case situations 1 - 4:

1. Do not panic.
2. Confirm that the victim has been poisoned.
3. Have someone to call the poison control center, a doctor, or the emergency medical service immediately, while you administer first aid treatment.
4. Dilute the poison, if it is not a strong alkali, by having the conscious, but not convulsing, victim drink a glass of water, milk, coffee, or tea, whichever is quickly available.
   Note: Diluting a strong alkali may cause the person to vomit. Vomiting a strong alkali should be avoided since it causes more tissue damage.
5. Save the poison container or plant and, if the person vomits, the vomited material so that it can be taken to the hospital or medical facility if the need arises.
6. If the victim stops breathing, administer mouth-to-mouth resuscitation.
7. If the victim has no pulse, have a trained person administer cardio-pulmonary resuscitation.
8. If the victim becomes unconscious, keep his/her airway open.
9. Induce vomiting by giving an emetic only if the poison control center, doctor, or the emergency medical services advises it. However, if you are not able to reach medical help, induce vomiting only if:
   --the person is conscious and not convulsing.
   --the person has taken an overdose of drugs or medications.
   --it is certain that the person did not swallow a strong acid, a strong alkali, or a petroleum product.
   Note: Burns around the victim's mouth and/or an odor of kerosene or gasoline indicate that one of these corrosive substances has been taken.
10. Follow the instructions of the poison control center, doctor, or emergency medical facility for administering first aid treatment.

Case situation 5 - 6:

Administer first aid for Staphylocci or Salmonella Food Poisoning:
1. Put the victim to bed and keep him/her warm.
2. After nausea and vomiting subside, give large quantities of lukewarm water or liquids.
3. Do not give laxatives or anything by mouth as long as there is continued nausea and vomiting.
4. Call the doctor if there are severe abdominal pains or distress, or if the abdomen is hard and rigid, or if chills or fever occur.

Case situation 7:

Administer first aid treatment for Botulinus Food Poisoning:
Seek medical treatment immediately. This type of food poisoning can be fatal.

Evaluator's Final Checklist

ADMINISTERING FIRST AID FOR POISONING

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) The student explained or listed the steps of first aid treatment for a case situation in which a person had swallowed a poison	( )	( )	( )
(2) The student explained or listed the steps of first aid treatment for a case situation in which a person had been poisoned by contaminated food	( )	( )	( )

MEASURING THE BODY'S VITAL SIGNS

CONTENTS OF MODULE

Student Information	Activity	
MEASURING TEMPERATURE	1	
MEASURING PULSE AND RESPIRATION	4	
BLOOD PRESSURE	6	
MEASURING BLOOD PRESSURE	6	Instructor's Manual
Student Self-Check		
THE VITAL SIGNS	7	
ANSWERS	7	
Evaluator's Final Checklist		
MEASURING VITAL BODY SIGNS	9	

MEASURING THE BODY'S VITAL SIGNS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Similar information can be obtained from the reference book listed. Encourage individual students to read in more detail about body temperature and measuring temperature.	American Red Cross: Family Health and Home Nursing, pp. 386-392	
	Have small and/or large group discussions.		
	Show a filmstrip on using oral and rectal thermometers.	--Filmstrip projector --Cassette tape player --Projection screen --Filmstrip: Basic Health Care Explained. Filmstrip #1: "How to Use Oral and Rectal Thermometers," (One of the five filmstrip/cassette tape set). National Educational Media Company 3816 Riverside Drive Owensboro, KY 42301	
2	Divide the class into partners or small groups. Have them practice the following: a. Shake down a thermometer. Use pencils to practice holding the thermometer correctly and master the wrist motion before actually shaking down a thermometer. b. Clean the thermometer. Caution: Be sure the students use cool water to avoid breakage. c. Take oral and armpit temperatures.	--Oral thermometers and holders --Tissues or cotton balls --Cool water --Soap --Waste containers (for used cotton balls) --Classmate or doll If you lack enough equipment, have half the class do Learning Activity 2 and the other half do Learning Activity 3.	

MEASURING THE BODY'S VITAL SIGNS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
2	d. Read a thermometer. If a student has trouble reading the temperature, have the student try the following method: Place the thermometer on a flat surface with the edge down. Stand directly over the thermometer and move over it until he/she can see the mercury column. e. Store the cleaned thermometer. Allow the students to use Student Information, MEASURING TEMPERATURE, during practice.		
3	Divide the class into small groups to practice positioning the rectal thermometer in the simulation doll.	--Screen for privacy --Simulation doll--adult or baby --Rectal thermometer --Tissues or cotton balls --Petroleum jelly --Soap --Cool water --Waste containers	
4	Similar information can be obtained from the reference book listed. Encourage in-depth reading as appropriate for individual students. Show a filmstrip about measuring pulse and respiration.	American Red Cross: Family Health and Home Nursing, pp. 392-395. --Filmstrip projector --Cassette tape player --Projection screen --Filmstrip: Basic Health Care Explained. Filmstrip #2: "Temperature,	

MEASURING THE BODY'S VITAL SIGNS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4		Pulse, and Respiration," (one of a five filmstrip/ cassette tape set). National Educational Media Company 3816 Riverside Drive Owensboro, KY 42301	
5	Divide the class into small groups or partners to practice taking pulse and respiration. Allow students to use the student information in Learning Activity 4.	--Wall clock or watch with a second hand	
6	Similar information can be obtained from the reference listed. Encourage those students who have a personal interest to read the reference. Because time and/or equipment may be a problem, actually taking blood pressure is offered as a supplemental activity. Make copies of Student Information, MEASURING BLOOD PRESSURE, as needed. If you plan to include this task in the study, you may want to invite a nurse from the American Red Cross or the local health department to demonstrate taking blood pressure and show the equipment needed.	American Red Cross: Family Health and Home Nursing, pp. 395-399. --Blood pressure cuff --Stethoscope --Master Copy of Student Information, MEASURING BLOOD PRESSURE	

MEASURING THE BODY'S VITAL SIGNS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Also have students practice taking pressure on each other. Show a filmstrip about measuring blood pressure.	--Filmstrip projector --Cassette tape player --Projection screen --Filmstrip: Basic Health Care Explained. Filmstrip #3: "Measuring Blood Pressure," (one filmstrip of a five filmstrip/cassette tape set). National Educational Media Company 3861 Riverside Drive Owensboro, Ky 42301	
7	Student Self-Check		
8	FHA/HERO Have the student(s): --Volunteer to assist with taking vital signs at a nursing home or when volunteers are needed by the county health department.		
9	Provide actual or simulated experiences for the check-out activities: Objectives (1) - (3): (1) Take oral temperature. (2) Demonstrate taking armpit temperature. (3) Explain and/or demonstrate taking the rectal temperature.	Objectives (1) - (3): --Oral and rectal thermometers --Tissues or cotton balls --Soap --Cool water --Petroleum jelly --Waste container	

MEASURING THE BODY'S VITAL SIGNS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9	Objective (4): Count a person's pulse and respiration. You may check students out after their practice sessions rather than waiting until everyone completes the module. If you have some students who want to check-out on measuring blood pressure, you may ask the Red Cross nurse to be the evaluator. Use the Evaluator's Final Checklist for checking each student's performance.	Objective (4): --Clock with a second hand --Doll or a person --Screen for privacy --Blood pressure cuff --Stethoscope --Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Practice taking the temperature and pulse of family members. Report their findings to you.

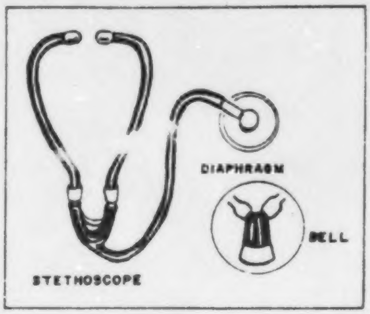
--Research one of the following careers: county health nurse, Red Cross nurse, doctor, emergency medical technician.

Student Information

TAKING BLOOD PRESSURE

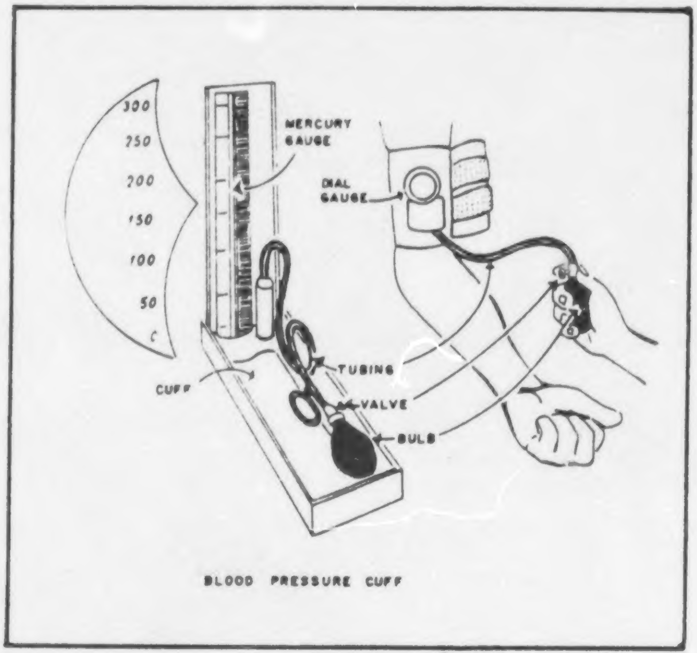
Equipment Needed

1. Stethoscope - used to pick up the sound of the pulse.


DIAPHRAGM
BELL
STETHOSCOPE

2. Blood pressure cuff (sphygmomanometer) - used to count the blood pressure. It is made up of three parts:

   a. The inflatable cuff, which is placed on the person's upper arm.
   b. A rubber bulb with a screw valve, which regulates the air in the cuff.
   c. A gauge, which registers air pressure in the cuff. This may be a dial or a vertical column gauge.


300
250
200
150
100
50
0
MERCURY GAUGE
DIAL GAUGE
TUBING
CUFF
VALVE
BULB

BLOOD PRESSURE CUFF

Taking the Blood Pressure

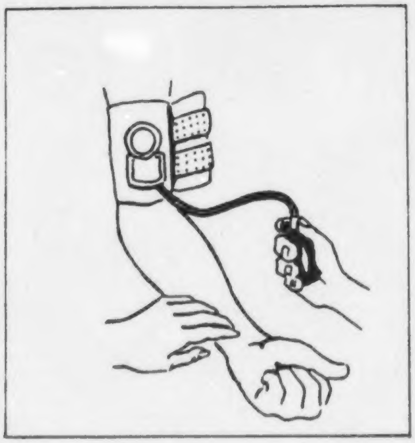
1. Wash hands and assemble the equipment:
   a. Stethoscope
   b. Blood pressure cuff

2. Have the person sit or lie in a comfortable position with his/her arm extended and the palm up.

3. Roll up the sleeve.

4. Place the cuff snugly on the arm with the tube to the bulb on the inside closest to the body. The bottom of the cuff should be about 2.54 cm (1 inch) above the bend of the elbow.

5. Locate the pulse on the wrist; close the valve on the rubber bulb; squeeze the bulb rapidly to inflate the cuff with air.



6. When the blood flow is shut off, you will not feel a pulse. Read the gauge for the estimated systolic pressure.

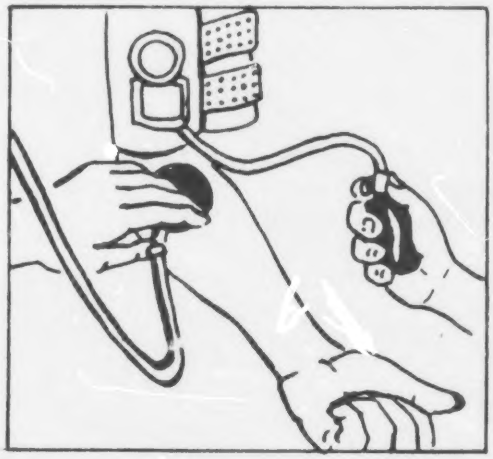
7. Open the gauge and quickly deflate the cuff.

8. Wait one to two minutes.

9. Locate the pulse on the lower part of the upper arm close to the inside of the elbow.

10. Put on the stethoscope. Place the bell of the stethoscope on the pulse location. Hold it in place.

11. Inflate the cuff to 30mm above the estimated systolic pressure.



12. Deflate the cuff slowly and listen to the pulse. When the cuff pressure gets down to the person's systolic pressure, the heart will again force blood through the artery under the cuff. When you hear the pulse, note the systolic pressure on the gauge.

13. Continue to let air out of the cuff slowly. The pulse sounds will continue then disappear. Note the reading on the gauge when the last pulse is heard. This is the diastolic pressure.

14. Open the valve completely; deflate cuff and remove it from the person's arm.

15. Record the two numbers, systolic over diastolic.

Evaluator's Final Checklist

MEASURING THE BODY'S VITAL SIGNS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) In measuring the oral temperature, the student:			
a. Used the correct thermometer	( )	( )	( )
b. Used sanitary techniques for cleaning hands and thermometer	( )	( )	( )
c. Shook down the mercury of the thermometer	( )	( )	( )
d. Correctly positioned the thermometer in the person's mouth for 5-7 minutes	( )	( )	( )
e. Read the temperature to the nearest 2/10 of a degree, C or F	( )	( )	( )
f. Recorded the temperature	( )	( )	( )
g. Cleaned and stored thermometer appropriately	( )	( )	( )
(2) In measuring the armpit temperature, the student:	( )	( )	( )
a. Used sanitary techniques for cleaning hands and thermometer.	( )	( )	( )
b. Shook down the mercury of the thermometer.	( )	( )	( )
c. Correctly positioned the thermometer for 10 minutes . . .	( )	( )	( )
d. Read the temperature to the nearest 2/10 of a degree, C or F.	( )	( )	( )
e. Recorded the temperature	( )	( )	( )
f. Cleaned and stored thermometer appropriately	( )	( )	( )

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(3) In explaining and demonstrating the procedure for taking rectal temperature, the student:			
a. Chose the correct thermometer	( )	( )	( )
b. Used sanitary techniques for cleaning the thermometer . . .	( )	( )	( )
c. Shook down the mercury of the thermometer	( )	( )	( )
d. Simulated positioning the thermometer 2.54cm (1 inch) into the rectum (or explained how to position the thermometer)	( )	( )	( )
e. Cleaned and stored thermometer appropriately.	( )	( )	( )
(4) In measuring the pulse and respiration, the student:			
a. Placed fingers correctly on the pulse	( )	( )	( )
b. Counted the pulse within ±4 counts of that found by instructor.	( )	( )	( )
c. Recorded the pulse.	( )	( )	( )
d. Kept fingers in place after counting the pulse and counted the person's respirations within ±2 counts of the count found by the instructor	( )	( )	( )
e. Recorded the respiration.	( )	( )	( )

Instructor's Guide Sheet

Module HD 55

HANDLING MAJOR EMERGENCIES RELATED TO ILLNESSES

CONTENTS OF MODULE

Student Information

Activity

SUDDEN ILLNESS 1
DIABETES EMERGENCIES 3

Student Self-Check

MAJOR EMERGENCIES RELATED TO ILLNESSES 4
ANSWERS 4

Evaluator's Final Checklist

HANDLING MAJOR EMERGENCIES RELATED TO ILLNESSES 6

Check-Out Activity Sheet

CASE SITUATIONS - MAJOR EMERGENCIES RELATED TO ILLNESSES . . . . 6 Instructor's
ANSWERS . . . . 6 Manual

RECOMMENDED REFERENCES

Topic: Sudden Illness 1

American Red Cross, Family Health and Home Nursing, 1979 edition.

HANDLING MAJOR EMERGENCIES RELATED TO ILLNESSES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Check the answers to the questions on Student Information, SUDDEN ILLNESS, by having the class discuss each. Answers are provided in this manual.	RECOMMENDED BOOK American Red Cross: Family Health and Home Nursing, pp. 326-328.	
2	Divide the class into groups or partners. Have them simulate first aid for fainting, heart attack, and seizures.	Wet washcloth	
3	Discuss the Student Information, DIABETES EMERGENCIES, as a class or in small groups. Invite a diabetic or a nurse to be a resource person for the class. Allow the students to ask questions.		
4	Student Self-Check		
5	FHA/HERO Have the student(s) to: --Participate in the Heart Fund Drive. --Have a resource person from the community EMT unit or AMBULANCE service to come to a chapter meeting or sectional meetings to explain their services and to demonstrate basic emergency procedures.		

HANDLING MAJOR EMERGENCIES RELATED TO ILLNESSES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	Provide the student with case stituations for checking out on the following competencies: (1) Administering first aid for fainting. (2) Administer first aid for heart attack. (3) Administer first aid for a seizure. (4) Administer first aid for insulin reaction. (5) Administer first aid for diabetic coma. You may choose to use the case situations from the Check-Out Activity Sheet in this manual. Or you may make up your own. You may want the student to tell you verbally what he/she would do, partially demonstrate by simulation and partially discuss, or totally demonstrate by simulation the correct procedure.	--Person or doll	
	Use the Evaluator's Final Checklist for checking each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Teach family members how to give first aid treatment for emergencies related to illnesses.

--Prepare a first aid notebook for home use. Include first aid treatment for major emergencies related to illnesses.

--Study the career of the emergency medical technician.

Student Information

ANSWERS
SUDDEN ILLNESS

Fainting

1. A person faints when the brain is not receiving as much blood as it normally does.

2. Symptoms of fainting include:

   a. Dizziness
   b. Nauseousness
   c. Numbness or tingling of feet and hands
   d. Perspiration
   e. Cool, clammy skin
   f. Pale color

3. If you feel that you are going to faint, put your head down at the level of your knees or lay down.

4. The steps of first aid for fainting are:

   a. Lay the person down, loosen the clothing, and be sure that he/she can breathe.
   b. Dampen a cloth with cool water and gently wipe the person's face.
   c. Observe the person for signs of injury if he/she fell.
   d. Turn the person's head to the side if vomiting begins.
   e. Avoid giving the person fluids until he/she has regained consciousness.
   f. If the person doesn't revive quickly, consult the doctor.

Heart Attack

1. When one of the blood vessels supplying the heart with blood becomes blocked, the person usually has a heart attack.

2. Symptoms of heart attack are:

   a. Chest pain
   b. Often pain in the left shoulder and arm
   c. Pale color
   d. Bluish coloring of the lips, skin, and fingernail beds
   e. Signs of shock
   f. May lose consciousness

3. First aid for heart attack should be administered immediately when:

   a. Intense crushing pain and tightness in the chest last for five minutes or longer.
   b. There is spreading of the pain across the chest to the shoulders, arms, and neck of either side of the body.
   c. The person becomes short of breath, is prespiring, feels faint, feels sick to his/her stomach, and/or is vomiting.

4. The steps of first aid for heart attack are:

   a. Comfort the victim and position him/her in the most comfortable position.
   b. Begin artificial respiration if breathing stops.
   c. Call for ambulance, tell about the victim's symptoms, then call his/her doctor.
   d. Do not have the person take fluids if he/she is unconscious.
   e. Cardiopulmonary resuscitation must be administered if the victim's heart stops beating.

Seizures

1. Seizures are sever muscular spasms of the entire body.

2. a. Infants and young children may have a high fever which preceeds the seizures.

   b. Severe illness, head injury, or a form of epilepsy may cause or result from seizures in older children and adults.

3. Seizures are characterized by:

   a. Rigid body muscles
   b. Jerky movements
   c. Bluish color of lips and face
   d. Drooling and foaming at the mouth in some cases
   e. Loss of control of the bladder and bowels in some instances
   f. Being tired and sleepy after the seizure

4. First aid and safety precautions for seizures include the following steps:

   a. Prevent the victim from hurting himself/herself.
   b. Do not try to stop the seizure.
   c. Do not give fluids.
   d. Do not put the victim in a tub of water.
   e. If breathing stops, administer artificial respiration.
   f. Consult a doctor.

Check-Out Activity Sheet

CASE SITUATIONS--MAJOR EMERGENCIES RELATED TO ILLNESSES

* * *

Directions to the Instructor: Choose case situations from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent situations that are not in this listing. Make sure that the answers to the situations have been included in the Learning Activities of the module.

* * *

1. Jan was watching a film about the birth of a baby when she began to feel hot and dizzy. As she got up to leave the room, she passed out. Administer first aid for fainting.

2. Grandpa complained of indigestion and pain in his chest and left shoulder. You think he may be having a heart attack. What would you do?

3. Eight-month-old James has been hot and fussy all evening. His body begins to stiffen and jerk. Administer first aid treatment.

4. Sue, a diabetic, hasn't been feeling well for a day or so. She passes out. You cannot revive her. What do you do?

5. Sam is having a reaction to the insulin he has injected just moments ago. What will you do?

Check-Out Activity Sheet
ANSWERS
CASE SITUATIONS--MAJOR EMERGENCIES RELATED TO ILLNESSES

1. First aid treatment for fainting:
   a. Lay the person down, loosen the clothing, and be sure that he/she can breathe.
   b. Dampen a cloth with cool water and gently wipe the person's face.
   c. Observe the person for signs of injury if he/she fell.
   d. Turn the person's head to the side if vomiting begins.
   e. Avoid giving the person fluids until he/she has regained consciousness.
   f. If the person doesn't revive quickly, consult the doctor.

2. First aid treatment for a heart attack:
   a. Comfort the victim and position him/her in the most comfortable position.
   b. Begin artificial respiration if breathing stops.
   c. Call for an ambulance, tell about the victim's symptoms, then call his/her doctor.
   d. Do not have the person take fluids if he/she is unconscious.
   e. Cardiopulmonary resuscitation must be administered if the victim's heart stops beating.

3. First aid treatment and safety precautions for seizures:
   a. Prevent the victim from hurting himself/herself.
   b. Do not try to stop the seizure.
   c. Do not give fluids.
   d. Do not put the victim in a tub of water.
   e. If breathing stops, administer artificial respiration.
   f. Consult a doctor.

4. First aid treatment for diabetic coma:
   --Seek medical help immediately.

5. First aid treatment for insulin reaction:
   a. Look for an emergency medical identification card, bracelet, or necklace on the person.
   b. If he/she is conscious, ask the diabetic what you are to do to help him/her. Follow the instructions.
   c. If he/she is unconscious, seek medical help immediately.

Evaluator's Final Checklist

HANDLING MAJOR EMERGENCIES RELATED TO ILLNESSES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) In administering first aid treatment for fainting, the student:			
a. Laid the person down, loosened the clothing, and checked the person's breathing	( )	( )	( )
b. Dampened a cloth and gently wiped the person's face	( )	( )	( )
c. Observed the person for signs of injury if he/she had fallen	( )	( )	( )
d. Turned the person's head to the side if the person started vomiting	( )	( )	( )
e. Did not give the person fluids until he/she regained consciousness.	( )	( )	( )
f. Consulted a doctor if the person did not revive quickly	( )	( )	( )
(2) In administering first aid treatment for heart attack, the student:			
a. Comforted the person and positioned him/her in the most comfortable position	( )	( )	( )
b. Gave or arranged for artificial respiration if breathing stopped	( )	( )	( )
c. Called for an ambulance and told the person's symptoms; then called his/her doctor	( )	( )	( )

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
d.	Did not give the person fluids if he/she was unconscious	( )	( )	( )
e.	Gave or arranged for cardiopulmonary resuscitation if the person's heart stopped beating	( )	( )	( )
(3)	In administering first aid for seizures, the student:			
a.	Prevented the person from hurting himself/herself	( )	( )	( )
b.	Did not stop the seizure	( )	( )	( )
c.	Did not give fluids	( )	( )	( )
d.	Did not put the victim in a tub of water	( )	( )	( )
e.	Gave or arranged for artificial respiration if breathing stopped	( )	( )	( )
f.	Consulted a doctor	( )	( )	( )
(4)	In administering first aid for diabetic coma, the student:			
	--Sought medical help immediately	( )	( )	( )
(5)	In administering first aid for an insulin reaction, the student:			
a.	Checked the person for an emergency medical identification card	( )	( )	( )
b.	Asked the conscious person what to do	( )	( )	( )
c.	Sought medical help immediately if the person was unconscious	( )	( )	( )

ADMINISTERING MEDICATIONS TO A SICK PERSON

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RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, HD-41, "Administering Medicine"	2

RECOMMENDED REFERENCE

Topic: Giving medications	1

American Red Cross, Family Health and Home Nursing, 1979 edition.

ADMINISTERING MEDICATIONS TO A SICK PERSON

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		Recommended Reference American Red Cross, Family Health and Home Nursing, pp. 405-418.	
2	Have the students view the slide-tape presentation as a small group or individually. Review the learnings covered in the STP as a small or large group.	--Audio-visual equipment --Slide-tape presentation, HD-41, "Administering Medicine."	
3	Discuss the Student Information, ADMINISTERING A SUPPOSITORY, in small groups or as a class. Demonstrate the procedure for administering a suppository. Allow the students to look at the suppository. Caution them about reading the label first before administering it.	--Doll --Suppository	
4	Discuss the Student Information, ADMINISTERING COOL - AND WARM-MOISTURE TREATMENTS, as a large group. Demonstrate the operation of a humidifier and a vaporizer, and the process of administering steam inhalation. Borrow the vaporizer and the humidifier from a local merchant or person if the department does not have them.	--Person or doll --Cool-mist humidifier --Warm-air vaporizer --Bed with linens, etc. --Blankets --Umbrella or a large frame made from a cardboard box --Teakettle --Electric hot plate --Low stool --Brown paper or newspaper funnel --Medicines --Water --Cold cream --Bath towel	

ADMINISTERING MEDICATIONS TO A SICK PERSON

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4		--Pitcher --Wash basin --Paper bag	
5	Divide the class into partners or small groups. Have each pair or group practice role playing each situation. Comment on the procedures used. If some of the situations are difficult to roleplay, have the students explain the procedures rather than demonstrate them.	--Instructor's Copy of ROLE PLAY SITUATIONS. --Tools and equipment to use during the roleplay, i.e. candy for pills and capsules, medicine glass, dose spoon, spoon, etc.	
6	Student Self-Check		
7	FHA/HERO Have the student(s): --Volunteer work at a local nursing home. Record the help given in administering medications. --Prepare a bulletin board, a mobile, or a poster about "Safety with Medicines."		
8	Objective (1) Provide a simulated situation in which a person requires medicine given and the necessary suppplies for the students to check-out. You may choose to use the case situations from the Check-Out Activity Sheet provided in this manual. Or, you may make up your own. Answers to the case situations are provided in this manual.	Objective (1) --Person or doll --Medicines for simulation, i.e., candies for pills, tablets, capsules; water for liquids and ear drops, eye drops, nose drops. (The drops should be demonstrated on the doll ONLY!) --Medicine glass --Dose spoon or measuring spoon --Spoon	

ADMINISTERING MEDICATIONS TO A SICK PERSON

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
8	Use the Evaluator's Final Checklist to check each student's performance.	--Master Copy of the Evaluator's Final Checklist.	
	Objective (2) Provide a simulated situation in which a person needs a suppository and the necessary supplies for each student's check-out activity.	Objective (2) --Doll --Suppository	
	A case situation is provided on the Check-Out Activity Sheet. Or, you may make up your own.		
	The procedures for administering a suppository is provided in this manual and on the Evaluator's Final Checklist. Check each student's performance.	--Master Copy of the Evaluator's Final Checklist.	
	Objective (3) Provide a simulated situation in which a person needs moist air and the necessary equipment and supplies for each student's check-out activity. A case situation is provided on the Check-Out Activity Sheet. Or, you may make up your own. The procedures for administering warm- or cool-moisture treatments are provided in this manual and are on the Evaluator's Final Checklist. Check each student's performance.	Objective (3) --Person or doll --Cool-mist humidifier --Warm-air vaporizer --Bed with linens, etc. --Blankets --Umbrella or a large frame made from a cardboard box --Teakettle --Electric hot plate --Low stool --Brown paper or newspaper funnel --Medicines --Water --Cold cream --Bath Towel --Pitcher --Wash basin --Paper bag --Master Copy of the Evaluator's Final Checklist.	

ADMINISTERING MEDICATIONS TO A SICK PERSON

TEACHER'S NOTES

EXTENDED LEARNINGS

Encourage the student(s) to:

--Clean out the medicine storage cabinet at their home and discard old/unused medicines. Have them seek the guidance of their parents when doing this.

--Construct a steam tent and administer steam inhalation to an ill family member requiring this treatment.

--Administer medicine to sick family members according to the doctor's prescription. (Have their parent or guardian check or supervise the procedure.)

--Research one of the following careers: medical transcriptionist, pharmacist, or registered nurse.

HD-41, ADMINISTERING MEDICINE

Slide 1 Title: "Administering Medicine"

Slide 2 Medicine may be in the form of pills, tablets, powders, capsules, liquids, creams, ointments, and suppositories.

Slide 3 All medicines should be labeled. The label should clearly tell for whom the medicine was prescribed and who prescribed it. Medicine should be used by the one for whom it was presecribed. It could harm someone else.

Slide 4 The label should also tell the kind of medicine...,

Slide 5 The amount of the dose...,

Slide 6 The frequency of the dose...,

Slide 7 And any special way it should be taken.

Slide 8 Medicines should be stored correctly. They should be kept in a safe place out of a child's reach.

Slide 9 Follow the directions for storing the medicine, such as, "Refrigerate" or "Store in a dark place."

Slide 10 If there is anything unusual about the smell or appearance of the medicine, don't use it.

Slide 11 Get rid of the old, unused medicine. You might: burn it, or flush it.

Slide 12 If the directions for giving the medicine are not clear, call the doctor before using any of the prescription. Medicine should be taken exactly as prescribed.

Slide 13 Medicine should be given in the right manner. For example, some medicines are taken before eating and others are taken after.

Slide 14 Some liquids require vigorous shaking. Some need no shaking.

Slide 15 Measure the amount prescribed. Use a dose spoon or medicine glass to measure the amount of liquid medicine. A dose spoon is a spoon that can hold a specific amount of the liquid medicine. A medicine glass is a transparent container with measurement marks to indicate amounts.

Slide 16 If using a medicine glass, hold the glass so that the line for measuring is at eye level. Pour the exact amount.

Slide 17 If a dose spoon is not available, use the standard measuring spoons.

Slide 18 When pouring a liquid medicine, pour from the side of the bottle opposite the label. This will help to keep the label free of drips and easy to read.

Slide 19	When giving pills, tablets, or capsules, remove the medicine from its container with a spoon for cleanliness. Give it to the person from the spoon.
Slide 20	If the person has trouble swallowing the pill or tablet, crush it in a spoon. Carefully, use the back of one spoon to crush it in another.
Slide 21	If the person has trouble swallowing a capsule, carefully break it open, empty the contents into a spoon, and mix in a couple of drops of water.
Slide 22	When giving a powder, dissolve it in a small amount of water to make it easier to swallow. Avoid using too much water since there will be more to swallow.
Slide 23	When using a medicine dropper, hold it vertically to keep the liquid from running into the bulb of the dropper. Count the drops aloud to help you remember the amount of the dosage.
Slide 24	To administer nose drops or sprays, have the person sit on the side of a bed or surface where he/she can lie down. Apply a small amount of medicine to one nostril. Then have the person sit up, and follow the same procedure for the other nostril.
Slide 25	When administering ear drops, have the person lie on one side with head turned to one shoulder, with affected ear up. Brace your hand holding the sterile dropper of medicine to keep the person from jerking his/her head up and into the dropper. Count the drops aloud.
Slide 26	When administering eye drops, be sure that the equipment used is sanitary. Have the person sit in a well lighted area with his/her head held back and looking up. Stand behind or beside the person. Using a tissue or cotton ball and the first two fingers of one hand, gently pull down the lower lid. Hold the dropper in the other hand and brace it gently by putting your little finger on the person's cheek. Count aloud the drops as they gently fall into the lower lid lining. Tell the person to close his/her eye to spread the medicine over the eye; do not *rub* the eye.
Slide 27	When administering any medicine, remember to wash your hands first.
Slide 28	Assemble the needed equipment and supplies.
Slide 29	Read the label aloud when you remove it from its storage place. Read it as you are taking the medicine out of its container. Read it again when putting it back into storage.
Slide 30	Give the *right* medicine...
Slide 31	To the *right* person...

Slide 32	At the right time...
Slide 33	In the right amount...
Slide 34	And in the right manner...
Slide 35	When giving a medicine to a child who dislikes it, be firm, yet kind and calm. Try to help the child understand that it will help to make him/her well.
Slide 36	After measuring, let the child take it by himself/herself. A special spoon or cup for taking medicine may make it more appealing.
Slide 37	If an infant tends to choke, cough up, or vomit when given a medicine, put the medicine on the tongue with a medicine dropper. Or, pour it into the mouth from a small cup.
Slide 38	Return the medicine to its storage place. Then, clean and store the equipment.
Slide 39	Observe the person for several hours to be sure that they swallow the medicine and that there is no reaction.
Slide 40	If there is any unusual reaction after a person takes a medicine, call the doctor immediately. Some people are allergic to a medicine and may become dizzy, nauseated, faint, or break out in a rash. Others may have breathing problems.
Slide 41	This is the end of this slide-tape presentation. Please rewind the tape and return the equipment to its proper storage place.

ROLE PLAY SITUATIONS

1. A child needs to take a tablet (or pill or a capsule) prescribed by a doctor. Administer the medicine.

   What would you do if the child could not swallow the tablet or pill? the capsule?

2. Jan must take a powdered medicine. She has never done this before. Tell her what to do.

3. Three-year-old Fred takes liquid vitamins prescribed by his pediatrician. Administer the liquid medicine.

4. Jeremy has had an earache. The doctor prescribed the problem as being hardened wax deep inside the ear. To soften the wax he prescribed an ear drop. Administer the medicine.

5. Dana has to use eyedrops after wearing her new contact lens. She is nervous about doing this. Administer the eyedrops.

6. Your baby girl is sick. The doctor recommends that a suppository be administered to lower her fever. Administer the suppository.

7. Eighteen-month-old Jennifer has a bad cold with congestion. Dr. Duff advises you to use either a cool-or warm-moisture treatment so that she can breathe more easily. Administer the treatment.

Check-Out Activity Sheet

CASE SITUATIONS

* *

Directions to the Instructor:

Choose case situations from this Check-Out Activity Sheet for each student's check out activity. OR, develop pertiment situations that are not in this listing. Make sure that the answers to the situations have been included in the Learning Activities of the module.

* *

1. Joel has had an earache for several hours. The doctor recommended that you put a couple of drops of sweet oil in his ear. Administer the sweet oil.

2. Sally's eye was irritated by a dust particle. She wants you to put a couple of eye drops in her eye to clean it out. Administer the eye drops.

3. Joan has nasal congestion due to sinus problems. The doctor wants her to use a nasal medication in drops or spray form. Administer the nasal medication.

4. Four-year-old Diane has a bad cough for which the doctor prescribed a liquid cough syrup. Administer the liquid medicine.

5. John cannot swallow pills, tablets, or capsules. What will you do to administer the medicine?

6. Sandy has a problems with hemorrhoids. The doctor recommended that she take a suppository to relieve the pain. Administer the suppository.

7. Baby Fred has congestion and is coughing. He cannot sleep. Administer a cool and/or warm moisture treatment.

Check-Out Activity Sheet

ANSWERS
CASE SITUATIONS

1. To administer ear drops, have the person lie on one side with his/her head turned to one shoulder, with affected ear up. Brace your hand holding the sterile dropper of medicine to keep the person from jerking his/her head up and into the dropper. Count the drops aloud.

2. When administering eye drops, be sure that the equipment used is sanitary. Have the person sit in a well-lighted area with his/her head held back and looking up.

   Stand behind or beside the person. Using a tissue or cotton ball and the first two fingers of one hand, gently pull down the lower lid.

   Hold the dropper in the other hand and brace it gently by putting your little finger on the person's cheek.

   Count aloud the drops as they gently fall into the lower lid lining.

   Tell the person to close his/her to spread the medicine over the eye; do not rub the eye.

3. To administer nose drops or sprays, have the person sit on the side of a bed or surface where he/she can lie down. Apply a small amount of medicine to one nostril. Then have the person lie down on that side for a few minutes. This gives the medicine time to coat the membrances. Have the person sit up, and follow the same procedure for the other nostril.

4. (a) Measure the amount prescribed, using a medicine glass. Be sure to hold the glass at eye level and pour the exact amount.
   (b) If a medicine glass is not available, use the standard measuring spoons.
   (c) When pouring a liquid medicine, pour from the side of the bottle opposite the label. This will help to keep the label free of drips and easy to read.
   (d) Administer the medicine according to the directions on the label.

5. (a) If the person has trouble swallowing the pill or tablet, crush it in a spoon. Carefully, use the back of one spoon to crush it in another.
   (b) If the person has trouble swallowing a capsule, carefully break it open, empty the contents into a spoon, and mix in a couple of drops of water.

6. (a) Obtain the suppository
   (b) Position the person. An adult or older child would be positioned on his/her side. (An infant is best positioned on back with feet rasied.)
   (c) Remove the wrapper from the suppository.
   (d) Insert the suppository into the rectum with firm but gentle pressure until the tip of the forefinger touch the anus.

Check-Out Activity Sheet

ANSWERS
CASE SITUATIONS

Page 2

(e) Hold buttocks together for the length of time prescribed in the directions on the package.
(f) Wash your hands with hot, soapy water.

7. (a) Cool moisture treatment: Follow the manufacturer's instructions for operating.
(b) Vaporizer: Follow the manufacturer's instructions for operating.
(c) Steam inhalation:

Method I

(1) Assemble the materials and equipment
(2) Place the umbrella or cardboard frame at the head of the bed over the person.
(3) Place the blanket over the umbrella or frame; tuck it in at the head of the bed leaving a small opening at one side.
(4) Set the electric plate on the low stool beside the bed at the open side of the blanket.
(5) Fill the teakettle about half full of hot water. Add the medication if it is prescribed by the doctor.
(6) Place the large funnel over the spout of the teakettle. Direct the tip of the funnel toward the blanket opening.
(7) Plug the hot plate in and turn it on.
(8) While the water is heating, wrap the person's head in the bath towel so his/her hair will not get wet. Apply cold cream to the face and neck for protection from the steam.
(9) When the water begins to steam, close the blanket opening making sure that the funnel is inside. Let the treatment continue for ten to fifteen minutes.
Caution: Do not leave the person unattended. Cover the person to prevent chilling.
(10) Fill the kettle with hot water periodically. Do not let it boil dry.

Method II

(1) Assemble the materials.
(2) Cut a hole in the bottom of the paper bag for the person's nose and mouth.
(3) Fill the pitcher with the hot water and the prescribed medication.
(4) Set the pitcher in the wash basin.
(5) Place the paper bag over the pitcher.
(6) Set the basin and pitcher on a table.
(7) Have the person sit up in a chair and lean over the pitcher.
(8) Place a towel over his/her head and the pitcher to enclose the steam.
(9) Instruct the person to breathe the steam through the hole in the paper bag.
(10) Change to hotter water as necessary to keep it steaming.
(11) Let the treatment continue for about ten minutes.
(12) Cover the person to prevent chilling.

Evaluator's Final Checklist

ADMINISTERING MEDICATIONS TO A SICK PERSON

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) In administering a medicine, the student:			
a. Followed sanitary procedures	( )	( )	( )
b. Read the label for specific information	( )	( )	( )
c. Administered the medicine according to the directions on the label	( )	( )	( )
d. Stored the medicine in a safe storage area	( )	( )	( )
e. Observed the person for reactions	( )	( )	( )
(2) In explaining about or administering a suppository, the student:			
a. Followed sanitary procedures	( )	( )	( )
b. Positioned the person	( )	( )	( )
c. Inserted the suppository according to the package directions	( )	( )	( )
(3) In administering warm- or cool-moisture treatments, the student:			
a. Followed safe procedures	( )	( )	( )
b. Administering the warm- or cool-moisture treatment according to the directions or procedures	( )	( )	( )

Instructor's Guide Sheet Module HD-57

ASSISTING THE SICK, INJURED, AND PHYSICALLY HANDICAPPED PERSONS WITH PERSONAL ROUTINES

CONTENTS OF MODULE

Student Information — Activity

ASSISTING WITH MOBILITY 2
DRESSING AND UNDRESSING A SICK, INJURED, OR PHYSICALLY HANDICAPPPED PERSON 4

Student Self-Check

PERSONAL ROUTINES 7
ANSWERS 7

Evaluator's Final Checklist

ASSISTING THE SICK, INJURED, AND PHYSICALLY HANDICAPPED PERSONS WITH PERSONAL ROUTINES . . 10

RECOMMENDED REFERENCES

Topic: Assisting a person with bathing in the tub and shower 5

American Red Cross, Family Health and Home Nursing, 1979 edition.

Topic: The care of persons who have severe physical handicaps 8

American Red Cross, Family Health and Home Nursing, 1979 edition.

ASSISTING THE SICK, INJURED, AND PHYSICALLY HANDICAPPED PERSONS WITH PERSONAL ROUTINES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	This learning activity requires an introduction by a nurse or other health professional who works or has worked in a nursing or rest home. Have the person tell the class about assisting sick, injured, and physically handicapped persons with personal routines. Have the person discuss the importance of safety when assisting with the personal care proceudres. Take the students on a field trip to a local nursing home. Divide the class into partners to visit and observe the care of patients, if the nursing home director gives permission.		
2	Have the students read more about assisting a sick, injured, or physically handicapped person with getting in and out of a bed and chairs, walking, and using the commode in the reference listed.	REFERENCE American Red Cross: Family Health and Home Nursing, pp. 474-487.	
3	Demonstrate the procedures for assisting a sick, injured, or physically handicapped prson with getting in and out of a chair, and using a commode. Be sure to point out techniques to use in each case, e.g. sickness, injury, or handicapping condition. Divide the class into partners or small groups to practice the procedure demonstrated.	—Person --Bed with linens --Chair	

ASSISTING THE SICK, INJURED, AND PHYSICALLY HANDICAPPED PERSONS WITH PERSONAL ROUTINES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Allow the students to ask questions or use the Student Information, ASSISTING WITH MOBILITY, provided in LA#2 as a guide.		
4 & 5	Divide into small groups to discuss the information about dressing and undressing and bathing a sick, injured, or physically handicapped person.	RECOMMENDED REFERENCE American Red Cross: Family Health and Home Nursing, pp. 446-448.	
6	Demonstrate the procedure for assisting a person with a tub bath and undressing and dressing. Be sure to point out techniques to use with a sick person, an injured person, and a physically handicapped person. Divide the class into partners or small groups to practice the procedures demonstrated. Allow the students to ask questions or use the information in LA#4 and LA#5 as a guide. Large, loose clothing, such as hospital gowns, etc., should be used so that students can practice dressing and undressing over their clothes.	--Person --Tub --Non-skid rubber tub mat --Grab bar, optional --Soap --Washcloth --Towel --Bath mat --Chair or stool --Cardigan --Pullover sweater or top --Pants --Large, loose clothing	
7	Student Self-Check		
8	This is an additional activity for students who are interested in the care of persons with severe physical handicaps.	RECOMMENDED REFERENCE American Red Cross: Family Health and Home Nursing, pp. 483-487.	

ASSISTING THE SICK, INJURED, AND PHYSICALLY HANDICAPPED PERSONS WITH PERSONAL ROUTINES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9	FHA/HERO Have the student(s): --Work at a local nursing home. Keep a diary of the skills that he/she is able to put into practice, e.g., helping a person in and out of chairs, using the commode, tub or shower bath, or dressing and undressing. Report the practiced skills to instructor.		
10	Objective (1) Provide a simulated situation for assisting a sick, injured, or physically handicapped person with getting out of bed, walking, getting in and out of a chair, using the commode, and returning to bed for each student's check-out activity.	Objective (1) --Person —Bed with bed linens —Chair	
	Objective (2) Provide a simulated situation for assisting a sick, injured, or physically handicapped person with a tub bath and dressing and undressing.	Objective (2) --Person —Tub --Non-skid rubber tub mat —Grab bar, optional --Soap --Washcloth --Towel --Bath mat —Chair or stool --Cardigan --Pullover sweater or top --Pants --Large, loose clothing	

ASSISTING THE SICK, INJURED, AND PHYSICALLY HANDICAPPED PERSONS WITH PERSONAL ROUTINES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
10	For the above objectives, have the students explain the procedures and roleplay the procedures that do not require personal exposure. Use the Evaluator's Final Checklist to check each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Practice the procedures learned in this module with younger brothers and sisters or older relatives.

--Explore a career in the areas of special education, geriatrics, nursing, or physical therapy.

Master Copy

Evaluator's Final Checklist

ASSISTING THE SICK, INJURED, AND PHYSICALLY HANDICAPPED PERSONS WITH PERSONAL ROUTINES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) When assisting the sick, injured, or physically handicapped person with getting out of bed, walking, getting in and out of a chair, using the commode, and returning to bed, the student:			
a. Washed his/her hands	( )	( )	( )
b. Assisted the person to the dangling position	( )	( )	( )
c. Instructed the person in proper hand placement for rising from the bed	( )	( )	( )
d. Supported the person on his/her weakest side while walking	( )	( )	( )
e. Assisted the person back into bed using the proper techniques of aid and support	( )	( )	( )
f. Arranged a chair for the person to get into	( )	( )	( )
g. Gave assistance and support to the person when getting into and out of the chair	( )	( )	( )
h. Explained about giving and/or gave aid and support to the person while helping him/her to use the commode	( )	( )	( )
(2) When assisting a sick, injured, or physically handicapped person with a tub bath or shower and undressing, the student:			
a. Explained and/or prepared the bathroom and the bath water for the comfort and safety of the person	( )	( )	( )
b. Explained and/or obtained and arranged clean towels, washcloths, and clothing for the person	( )	( )	( )
c. Explained and/or assisted the person to walk to the bathroom and to get in and out of the tub using safe techniques	( )	( )	( )

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
d.	Explained and/or helped the person to wash his/her back and other areas, as necessary	( )	( )	( )
e.	Explained and/or helped the person to dry himself/herself	( )	( )	( )
f.	Explained and/or assisted the person with undressing and dressing, as necessary without undue discomfort	( )	( )	( )

ASSISTING BEDRIDDEN FAMILY MEMBERS

CONTENTS OF MODULE

Student Information . . . . . Activity

THE BEDRIDDEN FAMILY MEMBER 1

ASSISTING WITH ELIMINATION 2

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CARING FOR THE BEDRIDDEN PERSON 10

ANSWERS 10

Evaluator's Final Checklist

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RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: Giving a bed bath 5

National Educational Media Company. Basic Health Care Explained, Filmstrip #4: "Giving a Bed Bath," (one filmstrip and one cassette tape).

Topic: Making an occupied bed 7

National Educational Media Company. Basic Health Care Explained, Filmstrip #5: "How to Make an Occupied Bed," (one filmstrip and one cassette tape).

RECOMMENDED REFERENCES

Topic: Giving a bed bath 4

American Red Cross, Family Health and Home Nursing, 1979 edition.

Topic: Making an occupied bed 5

American Red Cross, Family Health and Home Nursing, 1979 edition.

ASSISTING BEDRIDDEN FAMILY MEMBERS

	Activity
Topic: Positioning and moving a person in bed	8

American Red Cross, Family Health and Home Nursing, 1979 edition.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss the Student Information, THE BEDRIDDEN FAMILY MEMBER, in large or small groups.		
2	Display the pieces of unique equipment used for assisting a bedridden person with elimination so that students can see what they are reading about. Discuss alternative or makeshift equipment that could be used, e.g., bedpan: a shallow baking or dripping pan in a sturdy flat box; urinal: glass quart jar, clean milk carton, clean plastic milk or bleach container. Refer to the reference listed for additional suggestions for making equipment.	--Bedpan and cover --Urinal and cover --Enema bag or can and/or a disposable enema unit RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, p. 526.	
3	Following the procedures given in Student Information, ASSISTING WITH ELIMINATION, demonstrate	--Doll, adult size --Bed --Bedpan and cover --Toilet tissue	

ASSISTING BEDRIDDEN FAMILY MEMBERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	assisting a bedridden person to use a bedpan and to use a urinal. Also, demonstrate the administration of an enema. The demonstration techniques can be merely a step-by-step instruction with the techniques for assisting the person, maintaining privacy, and preparing and applying the enema emphasized. Divide the class into partners for practicing the procedures demonstrated. Allow the students to use the Student Information, ASSISTING WITH ELIMINATION, in Learning Activity 2.	--Supplies for washing hands --Rubber sheeting --Urinal and cover --Enema bag, can, or disposable unit and tubing --Clamp --Petroleum jelly --Enema solution	
4		RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, pp. 448-453.	
5	View the filmstrip prior to showing it to the students. Discuss the information presented in the filmstrip.	--Filmstrip projector --Projection screen --Cassette tape player --Filmstrip set: Basic Health Care Explained, Filmstrip #4: "Giving a Bed Bath," (one filmstrip and one cassette tape).	
6		RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, pp. 464-466.	

ASSISTING BEDRIDDEN FAMILY MEMBERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	View the filmstrip before showing it to the students. Discuss the information presented in the filmstrip.	--Filmstrip projector --Projection screen --Cassette tape player --Filmstrip set: Basic Health Care Explained, Filmstrip 5: "How to Make An Occupied Bed," (one filmstrip and cassette tape).	
8	Divide the class into partners to roleplay giving a bed bath and making an occupied bed. You may need to demonstrate correct procedures. Give each student a copy of the MAKING AN OCCUPIED BED SCORECARD, provided in this manual. You may want to duplicate the PRACTICE GUIDE FOR GIVING A BED BATH AND MAKING AN OCCUPIED BED, provided in this manual, and have the students use it during their roleplay or practice session.	--Adult-size doll or person --Bed --Two large basins of warm water and a container or supply of hot water --Table or bedside stand covered with plastic or newspaper --Two bath towels --Clean washcloth --Bath blanket --Soap --Skin lotion, body powder, or cornstrach --Toilet articles, e.g., hairbrush, comb, nail file, toothbrush, dental floss, mouthwash, toothpaste or powder or salt and soda --Clean pajamas or nightgown --Clean bed linen --A draw sheet --Rubber sheeting for mattress --Laundry bag --Master Copy of the MAKING AN OCCUPIED BED SCORECARD. --Master Copy of the PRACTICE GUIDE FOR GIVING A BED BATH AND MAKING AN OCCUPIED BED.	

ASSISTING BEDRIDDEN FAMILY MEMBERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
9		RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, pp. 421-431.	
	Discuss the equipment that can be used to help prevent bed sores (pressure sores). Refer to the reference listed for suggestions and information.	Same reference as above, pp. 522-523.	
10	Demonstrate the procedures for positioning a bedridden person: —positioning a person on his/her back. —positioning a person on his/her side. —positioning a person on his/her abdomen. Demonstrate moving a person in bed (a person who can help and a person who is helpless): —helping to move to side of bed. —helping to sit up and lie down. --helping to move up and down in bed. As you demonstrate the procedures, tell the name of unique equipment, what it is used for, and how a person could makeshift a piece of equipment.	—Adult-size doll or person --Bed --Pillows —Hand roll —Bath towels —Pads —Backrest —Drawsheet	

ASSISTING BEDRIDDEN FAMILY MEMBERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
10	Divide the class into small groups or partners or practice the procedures demonstrated.		
11	Student Self-Check		
12	FHA/HERO Have the student(s): --Work as a volunteer at a local nursing home. Observe and/or practice the procedure for making an occupied bed, giving a bed bath, assisting a person with a bedpan or urinal, and/or positioning a person in bed.		
13	Objective (1): Have the student(s) check-out on assisting a bedridden person in using a bedpan and/or a urinal. Allow the student to explain the process rather than giving an actual demonstration. Objective (2): Have the student(s) check-out on demonstrating how to use the equipment and the procedure involved in giving an enema.	Objective (1): --Bedpan and/or urinal and covers --Toilet tissue --Supplies for washing hands --Rubber or protective sheeting --Bed with bed linens --Person or doll (adult size), if required by the instructor Objective (2): --Enema bag, can, or disposable unit with tubing --Clamp --Petroleum jelly --Rubber or protective sheeting	

ASSISTING BEDRIDDEN FAMILY MEMBERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
13		--Solution prescribed by the doctor (simulated) --Bedpan and cover --Toilet tissue --Supplies for washing hands	
	Objective (3): Have the student(s) check-out on demonstrating how to give a bedridden person a bed bath. This can be a simulated demonstration in which the patient could wear his/her clothing. The student checking out will need to explain the procedures.	Objective (3): --Person or doll (adult size) --Bed --A large basin of warm water and a container or access to hot water --Three clean towels --Washcloth --Soap --Lightweight cotton blanket --Skin lotion --Powder --Toilet articles for care of the hair, teeth, and nails --Clean pajamas or gown	
	Objective (4): Have the student(s) check out on making an occupied bed.	Objective (4): --Person or doll (adult size) --Bed --Clean bed linens --Rubber sheeting for mattress --Laundry bag	
	Objective (5): Have the student(s) check-out on adjusting the bedridden person to different positions to prevent bed sores and poor circulation.	Objective (5): --Person or doll (adult size) --Bed with linens --Pillows --Hand roll --Bath towels --Pads --Backrest --Drawsheet	

ASSISTING BEDRIDDEN FAMILY MEMBERS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
13	Use the Evaluator's Final Checklist for checking each student's performance.	--Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

—Teach family members the procedure for assisting a bedridden family member in the skills learned in this module.

—Explore a career in geriatrics.

NAME____________________ Rated by____________________

Date____________________ Total Score____________________

MAKING AN OCCUPIED BED SCORECARD

Directions: Rate a fellow student, or rate yourself, on the ability to perform each of the steps in making an occupied bed. Give a score of five (5), if the step was performed correctly and well. Give a score of three (3), if it was fairly well done but needs improvement. Give a score of one (1), if it was poorly done. Give a zero (0), if the step was skipped.

STEPS IN MAKING AN OCCUPIED BED	SCORE
1. Assembled the clean bed linens.	
2. Remove the bed spread, blanket and top sheet.	
3. Positioned person on his/her side on one half of bed.	
4. Loosened the bottom sheet at top, sides, and bottom.	
5. Rolled soiled bottom sheet to the center of the bed against person's back.	
6. Straighten the mattress pad.	
7. Placed a clean bottom sheet on the uncovered side of the bed.	
8. Tucked in the top, bottom, and sides of clean sheet.	
9. Rolled the person to the other side of bed onto the clean bottom sheet.	
10. Removed the soiled bottom sheet.	
11. Pulled the clean sheet over and tucked it in at the top, side, and bottom.	
12. Positioned the person on his or her back.	
13. Removed soiled pillowcases and replaced them with clean ones.	
14. Placed a top sheet and blanket over the person, made a fold at the foot of bed for toe room, and tucked the bedding in at bottom of bed.	
Total Score	

Add up the scores for a total number of points. A total score of sixty (60) to seventy (70) means you have done a good job. A rating of between forty-two (42) and fifty-nine (59) means you need improvement. A rating of less than forty-two (42) is not acceptable. More PRACTICE is needed.

PRACTICE GUIDE FOR GIVING A BED BATH AND MAKING AN OCCUPIED BED

1 When a person is unable to take a bath in the tub, shower, or sink, someone will have to help with a bed bath. You should know how to give a bed bath so you can be helpful when such a need arises. Depending upon the person's condition, he or she should be encouraged to help as much as possible with the bed bath.

2 The room in which the bed bath is given should be warm, free of drafts, and arranged so that the person has privacy.

3 There are several ways to give a bed bath. This presentation shows one method. Decide for yourself the way to give a bed bath that is the most comfortable for the bedridden person and is the most convenient for you. First, wash your hands. Then assemble the supplies that will be needed:

--A large basin of warm water and a container of or access to hot water
--Three clean bath towels and a washcloth
--A lightweight cotton blanket
--Soap
--Skin lotion and powder
--Toilet articles for care of the hair, teeth, and nails
--Clean pajamas or gown
--Clean bed linen

4 Lay the bath blanket over the regular blanket. Then have the person hold the top edge of the bath blanket while you pull the regular blanket and top sheet off. Do this from the foot of the bed. Help the person to remove his/her pajamas or gown while still covered by the bath blanket.

5 Begin the bath by washing the person's face and ears. Place a bath towel under the head so that the pillow will not get wet during this process.

6 Wet the washcloth in the hot water and wring it out so that it is not dripping. Wash around the eyes gently beginning from the outer corner of the eyes toward the nose. Use a different corner of the washcloth for each eye to prevent the spread of any infection.

7 Wash the rest of the face using soap if desired. Gently wash the face from the center outward. Rinse in the same manner. Then pat dry with a bath towel. As you dry the face, hold the corners of the towel so that they don't drag across the person's face.

8 Wash, rinse, and dry the person's ears. Then remove the bath towel from under the person's head.

9 The next areas of the body to bathe are the arms and hands. Place the bath towel under one of the person's arms and shoulders so that the bed linens do not get wet.

10 Wash, rinse, and dry the arm and armpit. Support the arm and use long strokes the length of the arm. This increases blood circulation.

11 Place the basin of water on the towel at the person's side. Wash and rinse the person's hand in the basin. Then dry the hand, particularly between the fingers. Gently push back the cuticles with the towel. Remove the basin of water. Clean under the nails as needed. Apply body lotion. Remove the bath towel and do the same procedures for bathing the other arm and hand.

12 Change the water in the basin. Washing the person's neck, chest, and abdomen are the next steps in the bed bath. Cover the person's chest with a towel over the bath blanket. Slide the bath blanket down to the abdomen. Hold one corner of the towel up with one hand as you wash the chest with the other. Rinse and dry in the same manner.

13 Leave the towel over the chest. Place another towel over the covered abdomen. Then slide the bath blanket down to the thighs. Wash, rinse and dry the abdomen, the sides of the trunk, upper thighs, and pubic area. Pull the bath blanket up over the chest and then remove the towels.

14 Change the water again. Place the bottom of the bed blanket up around one thigh at the groin. Help the person to flex the uncovered leg. Place a towel under the flexed leg to protect the bed linens. Wash, rinse, and dry the leg.

15 Place the basin of water on the towel and carefully lift the foot into it. Wash and rinse the foot, paying particular attention to the toes. Lift foot out of the water onto the towel. Remove the basin of water. Dry the foot and toes carefully. Clean the toenails, if necessary. Then apply a body lotion if the person's skin is dry. Cover the leg with the bath blanket and repeat the same procedures to the other leg and foot.

16 Again, change the bath water. Position the person so that you can wash the back of his/her neck, back, and buttocks. Fold the bath blanket back to uncover the person's back and buttocks. Place a towel over the bottom sheet and the pillow for protection from water drips. Wash, rinse, and dry the back area. Apply a body lotion.

17 Have the person turn onto his/her back. Place a towel under his/her buttocks. Allow the person to wash, rinse, and dry his/her genitals. If he or she is unable to, do it for him or her.

18 After the bed bath, allow the person to apply deodorant. Help him or her to put on clean pajamas or gown. Comb the person's hair, or let him or her do it. Allow the person to brush his or her teeth if desired.

19 Cleaning the bed linens after a bath helps a person to feel fresh and comfortable. Changing the bed linens after a bath avoids disturbing the person again later. However, if the person is tired from the bed bath, wait until a while later before changing the bed.

20 To change the bed linens, remove the bath blanket and loosen the bedding on the side that you are on and at the top and bottom. Roll the person, or have him or her roll, toward you so that he or she is lying on his or her side.

21 Go to the other side of the bed, again loosen the bedding at the top, bottom, and side of bed. Gather the bottom sheet lengthwise and roll to the center of the bed close to the person. Straighten the mattress pad.

22 Place the clean sheet on the uncovered side of the bed tucking it under at top, bottom, and side. Tuck the center of clean sheet under the soiled sheet at the center of the bed.

23 Again roll the person toward you and onto his other side. Go to the other side and remove the soiled sheet. Straighten the mattress pad. Tuck the clean sheet in at the top, bottom, and side. Roll the person onto his or her back.

24 Remove the soiled pillow case and replace with a clean one. Then place a clean top sheet over the person. Place a blanket over the top sheet. Allowing a fold or pleat lengthwise at the bottom for toe room, tuck the top covers under the mattress at the foot of the bed. Put on a bedspread. Place the soiled linens in the laundry basket or bag. The bedridden person is now fresh and comfortable.

Evaluator's Final Checklist

ASSISTING BEDRIDDEN FAMILY MEMBERS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) When demonstrating assisting a bedridden person in using a bedpan and/or a urinal, the student:			
a. Assembled the equipment and supplies	( )	( )	( )
b. Explained the procedures to the person	( )	( )	( )
c. Washed hands	( )	( )	( )
d. Positioned the rubber or protective sheeting and bedpan or urinal	( )	( )	( )
e. Explained the process of assisting the person with cleaning himself/herself	( )	( )	( )
f. Removed the bedpan/urinal and repositioned the person	( )	( )	( )
g. Removed the rubber or protective sheeting and replaced the bedclothes	( )	( )	( )
h. Explained that the bedpan/urinal must be emptied and cleaned immediately	( )	( )	( )
i. Allowed the person to wash his/her hands	( )	( )	( )
j. Washed hands after all supplies and soiled items had been cleaned, discarded, and/or stored	( )	( )	( )
(2) When demonstrating the administration of an enema, the student:			
a. Assembled the equipment and supplies	( )	( )	( )

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
b. Explained the procedures to be used to give an enema	( )	( )	( )
c. Washed hands	( )	( )	( )
d. Explained how to prepare the enema	( )	( )	( )
e. Placed the rubber or protective sheeting on the person's bed	( )	( )	( )
f. Positioned the person	( )	( )	( )
g. Explained the process of inserting and removing the enema applicator	( )	( )	( )
h. Helped the person to the commode or on the bedpan	( )	( )	( )
i. Explained the process of assisting the person with cleaning himself/herself	( )	( )	( )
j. Allowed the person to wash his/her hands	( )	( )	( )
k. Helped the person back to bed	( )	( )	( )
l. Washed hands after all supplies and soiled items had been cleaned, discarded, and/or stored	( )	( )	( )
(3) When demonstrating the process of giving a bed bath, the student:			
a. Washed hands	( )	( )	( )
b. Assembled the equipment and supplies	( )	( )	( )
c. Positioned the bath blanket and removed the regular blanket	( )	( )	( )
d. Explained the process of removing the person's gown or pajamas	( )	( )	( )

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
e. Explained the procedure for washing, rinsing, and drying the person:			
--face and ears	( )	( )	( )
--arms, armpits, and hands	( )	( )	( )
--neck and chest	( )	( )	( )
--abdomen, sides of trunk, upper thighs, and pubic area	( )	( )	( )
--legs and feet	( )	( )	( )
--neck, back, and buttocks	( )	( )	( )
--genitals	( )	( )	( )
f. Explained the need for frequent water changes	( )	( )	( )
g. Explained the need for applying body lotion	( )	( )	( )
h. Explained other body hygiene procedures, i.e., using a deodorant, brushing hair, brushing teeth	( )	( )	( )
i. Explained the procedure for assisting the person with putting on clean pajamas or gown	( )	( )	( )
(4) When making an occupied bed, the student:			
a. Washed hands	( )	( )	( )
b. Assembled the bed linens	( )	( )	( )
c. Removed the bedspread, blanket, and top sheet	( )	( )	( )
d. Positioned the person	( )	( )	( )

		ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
e.	Removed the bottom sheet and replaced it with a clean one	( )	( )	( )
f.	Replaced the top sheet and blanket, being sure to leave enough toe room	( )	( )	( )
g.	Replaced the bedspread	( )	( )	( )
h.	Removed the soiled pillowcase and replaced it with a clean one	( )	( )	( )
i.	Comfortably positioned the person	( )	( )	( )
(5)	When adjusting a bedridden person to different positions to prevent bed sores and poor circulation, the student:			
a.	Washed hands	( )	( )	( )
b.	Explained what procedures would be done to the person	( )	( )	( )
c.	Provided support to the back	( )	( )	( )
d.	Supported the joints to prevent strain	( )	( )	( )
e.	Positioned the person's arms and legs carefully to avoid deformities	( )	( )	( )
f.	Placed equipment to prevent bed sores	( )	( )	( )
g.	Encouraged the person to help as much as he/she could	( )	( )	( )
h.	Used good body mechanics when moving the person	( )	( )	( )

ADMINISTERING FOOD TO A SICK PERSON

CONTENTS OF MODULE

Student Information	Activity	
NONE		
Student Self-Check		
ASSISTING A SICK PERSON WITH FOODS AND LIQUIDS	4	
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Evaluator's Final Checklist		
ADMINISTERING FOOD TO A SICK PERSON	6	
Check-Out Activity Sheet		
CASE SITUATIONS	6	Instructor's Manual
ANSWERS	6	Instructor's Manual

RECOMMENDED AUDIO-VISUAL MATERIALS

Slide-tape presentation, HD-53, "Assisting a Sick Person with Foods and Liquids" 2

RECOMMENDED REFERENCES

Topic: Feeding a sick person 1

American Red Cross, Family Health and Home Nursing, 1979 edition.

ADMINISTERING FOOD TO A SICK PERSON

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1		RECOMMENDED REFERENCE American Red Cross, Family Health and Home Nursing, pp. 431-434.	
2	Have the students view the slide-tape presentation individually or in small groups. Review the learnings covered in the STP as a small or large group.	—Audio-visual equipment —Slide-tape presentation, HD-53, "Assisting a Sick Person with Foods and Liquids."	
3	Divide the class into partners or small groups. Have each pair or group practice roleplaying the following situations: --Feeding a sick person who is too weak to feed himself/herself. --Assisting in feeding a bedridden person who can feed himself/herself. Comment on the procedures used.	—Bedridden person —Bed with linens, etc. —Bed table —Tray —Food --Dinnerware —Silverware —Glassware and drinking straw —Napkins —Pillows	
4	Student Self-Check		
5	FHA/HERO Have the student(s): --Volunteer work at a local nursing home. Record the help given in assisting patients at mealtime.		
6	Provide a simulated situation that involves an ill person needing assistance during mealtime and the necessary supplies and	—Person —Bed with linens, etc. —Bed table —Tray —Food	

ADMINISTERING FOOD TO A SICK PERSON

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	equipment for each student's check-out activity. You may choose to use the case situations from the Check-Out Activity Sheet provided in this manual. Or you may make up your own. Answers to the case situations are provided in this manual.	—Dinnerware —Silverware —Glassware —Drinking straw —Napkin —Pillows	
	Use the Evaluator's Final Checklist to check each student's performance.	—Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

--Assist a sick family member with mealtime activities.

--Interview a person who assists sick persons with mealtime in a nursing home. Have them ask about techniques to use to make eating and drinking more comfortable for the patient.

Slide-Tape Narration for Learning Activity 2

HD-53, ASSISTING A SICK PERSON WITH FOODS AND LIQUIDS

Frame 1
"Assisting a Sick Person With Foods and Liquids"

Frame 2
Sometimes it is necessary for a homemaker to feed a sick family member. To make this task easier, some type of table is needed.

Frame 3
It may be a purchased table ...

Frame 4
...A homemade table...

Frame 5
...Or an improvised one, such as this table leaf over two pillows...

Frame 6
...Or this ironing board.

Frame 7
An attractive and functional bed table can be made from a sturdy box.

Frame 8
To make the box table, cut off the top cover flaps of the box.

Frame 9
Cut a rectangular piece out of each of the longest sides, so it will fit over the sick person's lap.

Frame 10
Then cut grip holes in each end for easy carrying.

Frame 11
Covering the box with adhesive-backed paper will make it prettier and stronger.

Frame 12
Prepare the sick family member for feeding by first raising the head of the bed. If a regular bed is being used, prop the person up with pillows or a pillow and a board.

Frame 13
Position the person comfortably. Adjust the covers to allow knee room for comfort and safety. Place the bed table over the person's lap. Protect the clothes and covers with a towel or napkins.

Frame 14
Bring a pan of warm water, soap, a washcloth, and a towel to the bedside. Allow the person to wash face and hands.

Frame 15
Brushing the teeth or rinsing the mouth before eating may improve the appetite.

Frame 16
Arrange the food tray attractively. This is especially important for sick persons who have no appetite.

Frame 17
Place the food tray on the bed table adjusting it as necessary for balance and security.

Frame 18
Sit beside the bed as this young lady is doing. Notice how she allows the older man to feed himself. The smile on his face shows that he feels like feeding himself.

Frame 19
If the person being fed is blind, explain where each food is located on the plate by referring to their positions as they are on a clock. For example, bread is at 12:00, potatoes at 3:00, meat at 6:00, and broccoli at 9:00. The fork should be on the left. The knife and spoon should be on the right.

Frame 20
Assist the person with cutting foods, opening packages, buttering bread, and pouring beverages.

Frame 21
Sometimes a person needs help with eating, as shown here. This girl should ask the patient which food she wants to eat first. Then vary the food offered.

Frame 22
Test the temperature of the hot foods. A few drops of a hot liquid should sting slightly when tested on your inner wrist. Serve hot foods hot and cold foods cold.

Frame 23
When feeding hot liquids, fill the spoon 2/3 full to prevent spills. Wipe any drops from the bottom.

Frame 24
Touch the person's lower lip with the spoon, tip; then ...

Frame 25
...Tilt the spoon allowing the liquid to run into the mouth. Allow plenty of time for swallowing or chewing.

Frame 26
Offer liquids after every four bites of solid food. This helps to wash down the food. Fill the glass no more than ¼ full if the person is lying down, or use a straw.

Frame 27
To give liquid through a straw, moisten the tip of the straw first. Hold the glass for the person who is lying down. Be sure the straw is under the surface of the liquid to keep the person from swallowing air.

Frame 28
Allow the person to wipe mouth with a napkin as needed, or do so yourself.

Frame 29
When the sick person has finished eating, remove the tray taking note of the amount of food consumed. Remove the bed table. Offer the bedpan or urinal or assist the person to the bathroom. Have the person to wash face and hands and brush the teeth, and/or use a mouthwash. Adjust the bed and ask if there is anything else you can do to make the person comfortable.

Frame 30
This is the end of this slide-tape presentation. Please rewind the tape and return the equipment to its proper storage place.

Check-Out Activity Sheet
CASE SITUATIONS

* *

Directions to the Instructor: Choose a case situation from this Check-Out Activity Sheet for each student's check-out activity. Or, develop pertinent case situations that are not in this listing. Be sure that the case situations relate to the Learning Activities provided in the module.

* *

1. Feed a bed patient who is weak and lifeless.

2. Assist in feeding a bed patient who is able to help himself/herself.

ANSWERS
CASE SITUATIONS

Case Situation # 1:
(a) Prop the person up in bed.
(b) Adjust the covers
(c) Place bed table.
(d) Bring a pan of warm water, soap, a washcloth, a towel, and a toothbrush to the bedside. Allow the person to wash his/her face and hands and brush his/her teeth.
(e) Arrange the food tray attractively.
(f) Place the food tray on the bed table adjusting as necessary for balance and security.
(g) Sit beside the person's bed. Allow the sick person to feed himself/herself if he/she is able.
(h) If the person being fed is blind, explain where each food is located on the plate by referring to their positions as they are on a clock. For example, bread is at 12:00, potatoes at 3:00, meat at 6:00 and broccoli at 9:00. The fork should be on the left. The knife and spoon should be on the right.
(i) Assist the person with cutting foods, opening packages, buttering bread, and pouring beverages.
(j) When the person has finished, remove the tray. Remove the bed table. Offer the bedpan or urinal or assist person to the bathroom. Have person wash his/her face and hands. Allow him/her to brush the teeth and/or use a mouthwash. Adjust the bed and leave the person comfortable.

Case Situation # 2:
(a) Prop the person up in bed.
(b) Adjust the covers.
(c) Place bed table
(d) Bring a pan of warm water, soap, a washcloth, a towel, and a toothbrush to the bedside. Wash his/her hands and assist in brushing his/her teeth.
(e) Arrange the food tray attractively.
(f) Place the food tray on the bed table adjusting as necessary for balance and security.
(g) Tell him/her what food is being served on the tray. Ask the person which food to start with. Vary the food offered.
(h) Test the temperature of the hot foods. A few drops of a hot liquid should sting slightly when tested on your inner wrist. Serve hot foods hot and cold foods cold.
(i) Fill the spoon 2/3 full of food to prevent spills. Wipe any drops from the bottom.
(j) Touch the person's lower lip with spoon, tip; then tilt the spoon allowing the liquid to run into the mouth. Allow plenty of time for person to swallow or chew.
(k) Offer liquids after every three or four bites of solid food. This helps to wash down the food. Fill the glass no more than 1/4 full if the person is lying down of use a straw.
(l) To give liquid through a straw, moisten the tip of the straw first. Hold the glass for the person who is lying down. Be sure the straw is under the surface to keep the person from swallowing air.

Check-Out Activity Sheet

ANSWERS
CASE SITUATIONS
Page 2

(m) Allow the person to wipe his/her mouth with a napkin as needed, or do so yourself.
(n) When the person has finished, remove the tray. Remove the bed table. Offer the bedpan or urinal or assist person to the bathroom. Have person to wash face and hands and brush the teeth and/or use mouthwash. Adjust the bed and leave the person comfortable.

Evaluator's Final Checklist

ADMINISTERING FOOD TO A SICK PERSON

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In assisting a sick person with foods and liquids, the student:	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
a. Assembled the supplies and equipment	( )	( )	( )
b. Followed sanitary procedures	( )	( )	( )
c. Prepared a bed table.	( )	( )	( )
d. Positioned the person and the bed table.	( )	( )	( )
e. Assisted the person with eating and drinking.	( )	( )	( )

TREATING THE SKIN FOR INSECT BITES AND STINGS, PARASITES, AND POISONOUS PLANTS

CONTENTS OF MODULE

Student Information Activity

BITING OR STINGING INSECTS AND PARASITES 1
FIRST AID FOR INSECT BITES AND STINGS AND FOR PARASITES 2
POISONOUS PLANTS 3

Student Self-Check

TREATING THE SKIN CROSSWORD PUZZLE 5
ANSWERS 5

Evaluator's Final Checklist

TREATING THE SKIN FOR INSECT BITES AND STINGS, PARASITES, AND POISONOUS PLANTS 7

Check-Out Activity Sheet

CASE SITUATIONS--TREATING THE SKIN . . . . 7 Instructor's Manual
ANSWERS . . . . 7 Instructor's Manual

TREATING THE SKIN FOR INSECT BITES AND STINGS, PARASITES, AND POISONOUS PLANTS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1-2	Have the students read more about biting insects and parasites in one of the references listed. Discuss the Student Information, BITING OR STINGING INSECTS AND PARASITES, in a small or large group.	REFERENCE American Red Cross: Family Health and Home Nursing, p. 300.	
3	Have the students read more about poisonous plants in one of the references listed. Discuss the Student Information, POISONOUS PLANTS, in a small or large group.	REFERENCE American Red Cross: Family Health and Home Nursing, pp. 300-301.	
4	Divide the class into small groups to practice simulated first aid treatment for: (1) a wasp or bee sting; (2) lice in the scalp; (3) a mosquito bite; (4) black widow spider bite; (5) exposure to poison ivy; (6) a rash from contact with poison oak. Allow the students to use Student Information, FIRST AID FOR INSECT BITES AND STINGS AND FOR PARASITES, and Student Information, POISONOUS PLANTS, to practice the first aid treatment.	--Doll or a person --Cold compress --Rubbing alcohol --Calamine lotion --Large handkerchief or bandage --Baking soda with water --Treatment shampoo for lice (A-200, pyrinate, and cuprex) --Soap and water	

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5	Provide a copy of the crossword puzzle, provided in this manual, for each student. OR Use the TREATING THE SKIN UNSCRAMBLE as an alternate self-check activity.	--Master Copy of the Student Self-Check, COMMON SKIN PROBLEMS CROSSWORD PUZZLE. --Master Copy of TREATING THE SKIN UNSCRAMBLE, provided in this manual.	
6	FHA/HERO Have the student(s): --Take a group of seven- and eight-year-olds on a nature hike. Carefully point out poisonous plants to avoid. --Have a mini-lesson or an exhibit on harmful insects and parasites for a fifth grade class or at a county fair.		
7	Be ready to provide actual or simulated experiences for the check-out activities. You may choose to use the case situations from the Check-Out Activity Sheet, in this manual. OR, you may make up your own.	--Person or doll --Soap and water --Cold compress --Rubbing alcohol --Calamine lotion --Large handkerchief or bandage --Baking soda and water --Treatment shampoo for lice	

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LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	The answers for the case situations listed are found in this manual. Use the Evaluator's Final Checklist for checking the students out.	--Master Copy of the Evaluator's Final Checklist.	

EXTENDED LEARNINGS

Encourage the student(s) to:

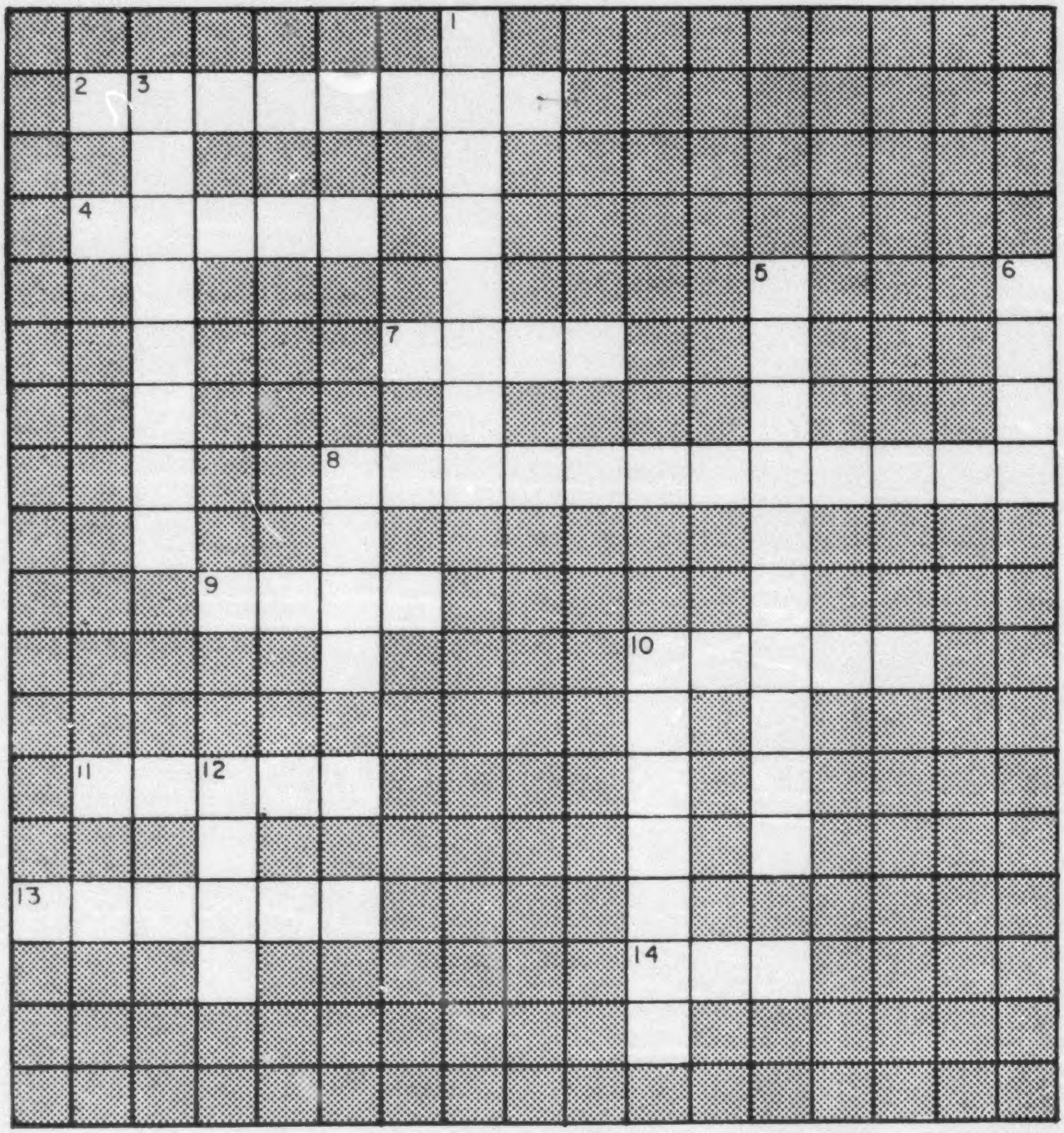
--Collect home remedies for insect bites, parasites, or contact with poisonous plants from grandparents, other relatives, or friends. Have them research to see if they can determine if the home remedy is harmful or helpful.

--Practice first aid for insect bites and stings, parasites, or contact with poisonous plants on family members or friends who have been bitten, stung, or exposed to poisonous plants.

--Research one of the following careers: doctor, allergist, nurse.

Master Copy for Learning Activity 5

TREATING THE SKIN CROSSWORD PUZZLE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TREATING THE SKIN UNSCRAMBLE

Directions: Read each sentence listed below. Then, fill-in-the blank with the correct word. The letters of the correct answers are provided in a scrambled order below each sentence. Unscramble the word to find the answer. Check your answers against those provided by your instructor.

1. A ______________ bite can cause possible convulsions and coma.

   CORPSION

2. The insect that adheres to the skin or the scalp is a ______________.

   CKIT

3. The insects which may cause itching in the scalp or pubic area and leave nits on the hair shafts are ________________.

   CILE

4. The insect whose bite causes an open ulcer at the site of the bite within two weeks is a _____________ _______________.

   ROBWN SLURECE

5. Poison ivy and poison oak grow as a ______________ or a shrub.

   NIVE

6. The bite of an ant, a wasp, bee, hornet, yellow jacket, or scorpion is called a ______________________.

   TINGS

7. The leaf of poison ivy and poison oak is divided into ______________ parts.

   RETHE

8. The biting insect which leaves a red, itching welt at the site of the bite is a _____________________.

   OIUMSQOT

9. __________________ bury themselves in the skin and leave red, itching welts in areas of the body where clothing is tight.

   GHCIGERS

10. The insect whose bite causes profuse sweating, nausea, severe pain, and difficulty in breathing and speaking is a ____________ ____________.

    LCABK DOWIW

Answers for Learning Activity 5

TREATING THE SKIN UNSCRAMBLE

1. Scorpion
2. Tick
3. Lice
4. Brown recluse
5. Vine
6. Sting
7. Three
8. Mosquito
9. Chiggers
10. Black widow

Check-Out Activity Sheet

CASE SITUATIONS--TREATING THE SKIN

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Directions to the Instructor: Choose case situations from this Check-Out Activity Sheet for each student's check-out activity. OR, develop pertinent situations that are not in this listing. Be sure that the case situations relate to the Learning Activities provided in the module.

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Case Situation 1.

Your three year old son is playing in the back yard. Suddenly you hear a scream followed by crying. You rush out to the back yard to find your child holding his foot. Pointing to the clover patch of grass, he tells you that one of those bugs hurt him. Your child has a history of allergic reactions to bee stings.

Administer first aid.

Case Situation 2.

It's a warm Saturday afternoon in early July and you and your family decide to go blackberry picking. Upon returning home, your daughter complains of itching welts around her waist and inner thighs.

Administer first aid.

Case Situation 3.

The principal at your child's school calls you at work and asks you to come to pick up your child. The teacher has noticed small black lumps on the hair next to the scalp after the child has complained of an itchy scalp.

Administer first aid.

Case Situation 4.

As Julie was cleaning the cabinet in the basement, she was bitten on the hand by a bug or a spider. In about an hour, she became nauseated. She had severe stomach cramps and was perspiring.

Administer first aid.

Case Situation 5.

Seven-year-old Jimmy began to scratch his arms and neck and complain about the itching and burning. A red rash had developed on these areas. You feel sure that he has got into some poison ivy, since he had been on a day hike in a wooded area.

Administer first aid.

Check-Out Activity Sheet

ANSWERS

CASE SITUATIONS --TREATING THE SKIN

Case Situation 1. Bee sting

1. Scrape off or flick out stinger with your fingernail. Do not use tweezers since the movement may inject more venom.
2. Apply a cold compress to the sting to relieve pain and swelling.
3. Apply rubbing alcohol, calamine lotion, diluted household ammonia, a paste of baking soda and water, or vinegar.
4. For intense itching or multiple stings, bathe the person in cool water. Then apply a soothing body lotion.
5. Oral antihistamines may be given to relieve the itching.
   CAUTION: If the victim is allergic or shows signs of being allergic to stings, consult a doctor immediately.

Case Situation 2. Chiggers

1. Wash area with soap and water to remove skin bacteria.
2. Apply medication which is recommended by a pharmacist.

Case Situation 3. Lice

1. Dust hair and scalp with prescribed substance or one recommended by a pharmacist. Be careful not to get it in the victim's eyes.
2. Wrap the head in a clean towel for about four hours.
3. Comb nits and dead lice from the hair with a fine-toothed comb.
4. Do not wash the hair for 24-hours.
5. Then shampoo with two tablespoons of a treatment shampoo. Shampoo vigorously for four minutes.
6. Rinse thoroughly and rub dry with a clean towel.
7. Comb well with the fine-toothed comb to get rid of any remaining nits.
8. Thoroughly clean all articles that might still have lice or nits--clothing, towels, bed linens--in hot, soapy water and iron on hot setting.
9. Disinfect combs, brushes, and similar items by washing with special medicated shampoo.
10. Spray upholstery, carpets, and other areas where lice may be living with a special spray insecticide (available at pharmacy).
11. Repeat the steps of treatment until lice has been eliminated.

Case Situation 4. Brown recluse spider

1. Tie a band above a bite (between the site and the heart) to slow down the movement of the poison through the blood stream. DO NOT APPLY TIGHTLY.
2. Lower the affected part below the victim's heart to slow down blood flow.
3. CONTACT A DOCTOR IMMEDIATELY.
4. Remove the band after 30 minutes if medical help has not arrived.
5. Comfort victim as much as is possible.

Case Situation 5. Poison ivy

1. Wash the exposed areas with soap and water.
2. Wash with alcohol.
3. If the rash is mild, apply calamine or other soothing lotion.
4. Avoid scratching.
5. If the rash is prolonged or spreads a lot, seek the advice of a doctor.

Evaluator's Final Checklist

TREATING THE SKIN FOR INSECT BITES AND STINGS, PARASITES, AND POISONOUS PLANTS

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) In administering first aid for an insect bite or a parasite, the student:			
a. Identified the possible insect(s) or parasite(s) after the condition was described	( )	( )	( )
b. Administered the appropriate first aid treatment	( )	( )	( )
(2) The student administered the appropriate first aid treatment for the reaction to a poisonous plant	( )	( )	( )

TREATING INJURIES TO BONES, JOINTS, AND MUSCLES

CONTENTS OF MODULE

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JOINT AND MUSCLE INJURIES	2
Student Self-Check	
BONE, JOINT, AND MUSCLE INJURIES	5
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Evaluator's Final Checklist	
TREATING INJURIES TO BONES, JOINTS, AND MUSCLES	7

RECOMMENDED AUDIO-VISUAL MATERIALS

Topic: First aid treatment for bone, joint, and muscle injuries 3

Guidance Associates, "First aid: Fractures and Dislocations," (one filmstrip with record and cassette tape).

TREATING INJURIES TO BONES, JOINTS, AND MUSCLES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1 & 2	Have the students read other references to learn more about fractures and joint and muscle injuries.	REFERENCE American Red Cross, Standard First Aid and Personal Safety. Garden City, NY: Doubleday and Company, 1979.	
3	As a class, view a filmstrip, or other AV, about bone, muscle, and joint injuries. Discuss the filmstrip. As questions arise, you may want to refer back to the frames of the filmstrip.	--Filmstrip projector --Cassette tape or record player --Projection screen --Filmstrip: "First Aid: Fractures and Dislocations," (one filmstrip with record and cassette tape).	
4	Demonstrate the first aid treatment and/or splinting procedures for the following tasks: --Fractured upper arm --Fractured elbow --Fractured wrist or forearm --Fractured hand and fingers --Fractured shoulder blade --Fractured collarbone --Fractured hip or upper leg --Fractured kneecap --Fractured lower leg --Fractured ankle or foot --Fractured neck and back --Dislocated shoulder or thumb --Sprained ankle --Strained back Allow the students to use the Student Information in Learning Activities #1 and #2 as they practice.	--Bandages --Dressings --Splints --Makeshift items --Person or doll	
5	Student Self-Check		

TREATING INJURIES TO BONES, JOINTS, AND MUSCLES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
6	FHA/HERO Have the student(s): --Invite a person from the local Red Cross or an ambulance service (or from the first aid squad of the police department) to demonstrate the emergency care of bone injuries.		
7	Objective (1) Provide a roleplay situation for each student to check out on administering first aid treatment for one or more of the following suspected bone injuries: --Fractured upper arm --Fractured elbow --Fractured wrist or forearm --Fractured hand and fingers --Fractured shoulder blades --Fractured collarbone --Fractured hip or upper leg --Fractured kneecap --Fractured lower leg --Fractured ankle or foot --Fractured neck and back	Objective (1) —Person or doll —Dressings —Splints —Bandages —Makeshift items	
	Objective (2) Provide a roleplay situation for each student to check out on administering first aid treatment for a bone dislocation.	Objective (2) --Person or doll --Splint --Bandages	

TREATING INJURIES TO BONES, JOINTS, AND MUSCLES

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
7	Objective (3)	Objective (3)	
	Provide a roleplay situation for each student to check out on administering first aid treatment for a sprain.	—Person or doll —Blanket or pillow —Ice pack —Bandages	
	Objective (4)	Objective (4)	
	Provide a roleplay situation for each student to check out on administering first aid treatment for a muscle strain.	—Person or doll —Heating pad --Warm, moist compresses	
	Use the Evaluator's Final Checklist for checking each student's performance.	—Master Copy of the Evaluator's Final Checklist.	
	Note: The students can be checked out at the end of the practice session if they feel that they can completely complete the tasks.		

EXTENDED LEARNINGS

Encourage the student(s) to:

--Teach family members how to administer first aid treatment for fractured bones, dislocations, sprains, and strains. Have them report back to you.

--Make a first aid notebook for the home. Have them include a section on treating injuries to bones, muscles, and joints. Have them let you review the section.

—Research one of the following careers: doctor, nurse, bone specialist.

Master Copy

Evaluator's Final Checklist

TREATING INJURIES TO BONES, JOINTS, AND MUSCLES

Performance Level: All items must receive a rating of ACCOMPLISHED or NOT APPLICABLE. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	ACCOMPLISHED	NOT ACCOMPLISHED	NOT APPLICABLE
(1) When demonstrating first aid treatment for a suspected bone injury, the student:			
a. Immobilized the fracture and the joints next to it	( )	( )	( )
b. Elevated the limb	( )	( )	( )
c. Did not move the person if a neck or spinal cord injury was suspected	( )	( )	( )
d. Did not straighten a fractured arm or leg if injury was an open fracture	( )	( )	( )
e. Controlled bleeding if injury was an open fracture	( )	( )	( )
f. Sought medical help immediately	( )	( )	( )
(2) When demonstrating first aid treatment for a dislocation, the student:			
a. Applied a splint	( )	( )	( )
b. Applied a sling	( )	( )	( )
c. Elevated the dislocated part	( )	( )	( )
d. Sought medical help immediately	( )	( )	( )
(3) When demonstrating first aid treatment for a sprain, the student:			
a. Applied a splint	( )	( )	( )
b. Elevated the limb	( )	( )	( )
c. Applied a wet ice pack	( )	( )	( )
d. Consulted a doctor if necessary	( )	( )	( )
(4) When demonstrating first aid treatment for a muscle strain, the student:			
a. Applied a heating pad	( )	( )	( )
b. Applied a warm, moist compress	( )	( )	( )
c. Encouraged the person to rest the strained muscle	( )	( )	( )
d. Consulted a doctor if the strain was severe	( )	( )	( )